Terms 1/2		A Toy Story	Pudding to Pepys	Changing Ages	Walk like an Egyptian	We'll Meet Again	Who let the Gods out?
			1.00				
	YR	Y1	Y2	Y3	Y4	Y5	Y6
K C C C C C C C C C C	Understanding the world:	Unit 1.1	Unit 2.1	Unit 3.1	Unit 4.1	Unit 5.1	Unit 6.1
Key Concepts	Children recognise that a	Online Safety	Coding	Coding	Coding	Coding	Coding
	range of technology is			Design, write and debug	Design, write and debug	Design, write and debug	Explain how to design,
Computer Science	used in places such as	Use technology safely	Understand the word	programs that	programs that control	programs that	write and debug
(Core Understanding)	homes and schools.	with guidance	'algorithm' as a list of	accomplish a specific goal	physical or online	accomplish specific goals,	programs that
			instructions.		systems.	including controlling or	accomplish increasingly
Information Technology	Being imaginative:	Log on and off safely.		Use sequence, selection		simulating physical	more complex goals,
(The Application)	children use what they	Understand that	Create and debug simple	and repetition in	Use sequence, selection	systems; solve problems	including controlling or
-	have learnt about media	passwords are private.	programs.	programs; begin to work	and repetition in	by decomposing them	simulating physical
Digital Literacy	and materials in original			with variables, input and	programs; work with	into smaller parts.	systems; solve problems
(Using computing	ways, thinking about	Learn the layout of a key	Give a simple algorithm	output.	variables and various		by decomposing them
competently and safely in	uses and purposes. They	board and number pad.	(instructions) to people to		forms of input and	Use and adjust sequence,	into smaller parts.
the real world)	represent their own		follow e.g. to brush their	Begin to use logic to	output.	selection and repetition	
	ideas, thoughts and	Unit 1.2	hair	explain how algorithms		in programs; work with	Use and evaluate their
All units should begin	feelings through design	Grouping & Sorting		work.	Use logical reasoning to	variables and various	sequence, selection and
with a recap of online	and technology, art,		Give a simple algorithm to		explain how their	forms of input and	repetition in programs;
safety expectations using	music, dance, role-play	Use technology to	a computer program to	Design a simple programs	algorithm works and	output.	work with variables and
the Project Evolve	and stories.	organise digital content	get a desired effect e.g.	with a goal in mind.	what their inputs and		various forms of input
materials.			Beebot/Turtle to move in		outputs are.	Use logical reasoning to	and output.
	PSED: Managing feelings	Understand what is	a certain direction.	Discuss how to complete		explain how some simple	
	and behaviour: children	meant by 'technology'		that goal.	Design a simple programs	algorithms work and to	Use logical reasoning to
	talk about how they and				using flow charts.	detect and correct errors	explain how more
	others show feelings, talk	Use sorting diagrams to	Unit 2.2	Apply knowledge of		in algorithms and	increasingly complex
	about their own and	organise different objects	Online Safety	algorithms to run	Decompose the program	programs.	algorithms work and to
	others' behaviour, and its	e.g. toys		prototype.	into small components.		detect and correct errors
	consequences, and know		Use technology safely			Translate algorithms that	in algorithms and
	that some behaviour is		and respectfully with	Debug program where	Improve skills by	include sequence,	programs.
	unacceptable. They work		guidance	errors occur.	debugging a program	selection and repetition	
	as part of a group or				they have not designed.	into code with increasing	Use own experiences of
	class, and understand		Write a set of rules for	Understand the		ease and own designs	gaming.
	and follow the rules.		using technology.	terminology of programs,	Understand and use the	show that they are	
	They adjust their			algorithms, beg, debug,	terminology of programs,	thinking of how to	Read and understand
	behaviour to different		Understand that people	variables.	algorithms, beg, debug,	accomplish the set task in	code.
	situations, and take		you meet online are not		variables.	code utilising such	Create a game to engage
	changes of routine in		your friends.	Unit 3.2	Select digital devices that	structures.	others by identifying the
	their stride.		Unit 2.3	Online safety	are appropriate for the		important aspects of the
			Spreadsheets		program.	Design a program that will	task (abstraction) and
	Understanding the world:			Use technology safely,		solve a real world task	then decomposing them.
			Use technology to create	respectfully and	Unit 4.2	e.g. how to make a plane	
			and store data	responsibly	Online safety	take off and land.	

They select and use			Use technology		Evaluate programming
technology for particular	Gather data from others.	Understand their	responsibly and safely.	Write the program and	skills as the program is
purposes.		responsibility in keeping	, and carry	test it.	developed and
par possi	Input it onto a	themselves safe.	Recognise acceptable		debug/adapt where
	spreadsheet.		and unacceptable	Debug and rewrite the	needed.
	Spiredusineet.	Recap, discuss and write	behaviour.	program as needed.	necucu.
		rules for keeping safe	bellaviour.	program as necueu.	Apply increasingly
		online.	Identify a range of ways	Evaluate the success of	complex coding to their
		onine.	to report concerns.	the program.	game to improve gam
		Understand the term	to report concerns.	the program.	
			Evalaia viava of kasaina		play.
		'cyberbullying'	Explain ways of keeping themselves safe on line.	Unit F 2 Online sefety	Systematically and
		Lindoustond that come	themselves sale on line.	Unit 5.2 Online safety	Systematically and
		Understand that some	The devetor of the Area of the	Use search technologies	logically assess any bugs
		content online is not age	Understand that copying	effectively, appreciate	to identify the error.
		appropriate and how to	online is called	how results are selected	Hait C 2 Oalises selfer
		report it.	'plagiarism'.	and ranked, and be	Unit 6.2 Online safety
			I to to our of the	discerning in evaluating	Use search technologies
			Understand why screen	digital content.	effectively, appreciate
			time should be limited.	December 1: 1: 15: 15: 15	how results are selected
				Research how to 'fact	and ranked, and be
			Understand the term	check' news and articles	discerning in evaluating
			'malware'.	online.	digital content.
				Understand that online	Understand and explain
			Unit Touch	content may not be 'true'	the term 'digital footprint'
			Type/Presentation:		and community and a second
			ONLINE SAFETY	Check online content for	Evaluate their own digital
			3.112.112.37.11.21.1	accuracy.	foot print and how they
			Use technology to	accuracy.	would like to be
			present information.	Unit Touch	perceived online in the
			present information.	Type/presentation:	future.
			Use word to present	ONLINE SAFETY	racare.
			information	ONLINE SALLTI	Understand and evaluate
			mormation	Select, use and combine	how technology can
			Use the tools for font,	a variety of software to	improve lives.
			size, colour.	design and create a range	improve lives.
			size, coloui.	of content that	Unit Touch
			Understand how to use	accomplish given goals,	Type/presentation:
			the return button to start	including collecting,	ONLINE SAFETY
			a new line or paragraph	analysing, evaluating and	ONLINE SALLIT
			a new line or paragraph		Soloet use and sombine
			Savo a document and	presenting data and information.	Select, use and combine
			Save a document and	miormation.	a variety of software to
			save it as an appropriate	Use PowerPoint to	design and create a range of content that
			name.		
				present information from	accomplish given goals,
				another subject.	including collecting,
					analysing, evaluating and
					presenting data and
					information.

		sounds.	Choose the 'best' method of presenting their information from another subject. Explain what the effect is they desire. Choose the best tools in that program (e.g. Word, PowerPoint etc.) to achieve their desired effect.
			Evaluate their content.

Terms 3/4		Amazing Discoveries	Under the Microscope	When in Rome	Raiders and Traders	Rainforest Realms	Earth and Space, the final frontier
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concepts	PSED: Managing feelings	Unit 1.3	Unit 2.4	Unit 3.3	Unit 4.3	Unit 5.3	Unit 6.3
Computer Science	and behaviour: children	Pictograms	Questioning	Spreadsheets (including	Spreadsheets (including excel)	Spreadsheets (including	Spreadsheets (including
(Core Understanding)	talk about how they and	Use technology	Use technology to	excel)	Use and combine a variety of	excel)	excel)
	others show feelings,	purposefully to create,	organise, store and	Use and combine a	software to create a logical	Use and combine a	Explain how to design,
Information Technology	talk about their own and	organise, store, and	retrieve digital content.	variety of software to	representation that	variety of software to	write and debug
(The Application)	others' behaviour, and	retrieve data.		create a range of	accomplishes goals including	create a good	programs that
B: 11 11 11	its consequences, and		Use a database to store	programs that	collecting, sorting, analysing	representation that	accomplish increasingly
Digital Literacy	know that some	Understand that data	information.	accomplish goals	and presenting information.	accomplishes goals	more complex goals,
(Using computing	behaviour is	(numbers) can be	Use a leverale topa	including collecting,	Calact and was the assume wists	including collecting,	including controlling or
competently and safely	unacceptable. They	represented in different	Use a branch tree	analysing and presenting	Select and use the appropriate	analysing and presenting	simulating physical
in the real world)	work as part of a group or class, and understand	ways.	diagram to organise information in order to	information.	tools on Excel to input data	information.	systems; solve problems by decomposing them
All units should begin	and follow the rules.	Select and use	answer questions.	Use the appropriate	Use and explain why they have	Select and use the	into smaller parts.
with a recap of online	They adjust their	appropriate images.	answer questions.	tools on Excel to input	chosen a certain chart tool to	appropriate tools on	into smaller parts.
safety expectations using	behaviour to different	appropriate images.	Unit 2.5	data	represent the data.	Excel to sort data (e.g. by	Use and evaluate their
the Project Evolve	situations, and take	Unit 1.4	Effective	uata	represent the data.	alphabet or by numerical	sequence, selection and
materials.	changes of routine in	Lego Builders	Searching	Use the chart tool to	Explain the limitations of the	result)	repetition in programs;
materials.	their stride.	Create and debug simple	Use technology to	represent the data in a	chart.	resure	work with variables and
		programs.	search for and retrieve	different way		Use and explain when	various forms of input
	Understanding the	programme:	digital content.	,		using tables on a	and output.
	world:	Follow a simple		Choose and explain why	Unit 4.4	spreadsheet would be	
	They select and use	algorithm to draw an	Use technology safely	they have chosen a	Writing for different	appropriate and	Use logical reasoning to
	technology for particular	animal.	and identifying age	certain chart.	Audiences (word and/or	beneficial.	explain how more
	purposes.		appropriate content.		PowerPoint)	Explain the limitations.	increasingly complex
		Give a simple algorithm		Unit 3.4			algorithms work and to
	Understanding the	(instructions) to people		Touch Typing	Select, use and combine a	Unit 5.4	detect and correct errors
	world:	to follow e.g. to make a		Use a program to	variety of software and create	Databases	in algorithms and
	Children recognise that a	sandwich.		accomplish improving	a range of content that	Select, use and combine	programs.
	range of technology is			their familiarity with the	accomplishes given goals.	a variety of software	
	used in places such as	Unit 1.5		keyboard.		and create a range of	Use own experiences of
	homes and schools.	Maze Explorers			Make informed software	content that	gaming.
		Use logical reasoning to		Unit 3.5 Email	choices when presenting	accomplishes	
	Being imaginative:	predict the behaviour of		Recognise acceptable	information and data.	increasingly more	Read and understand
	children use what they	simple programs.		and unacceptable		complex goals.	code.
	have learnt about media			content.	Combine different tools like		Create a game to engage
	and materials in original	Use logic to explain what		Select use and combine	internal hyperlinks, images and	Understand and explain	others by identifying the
	ways, thinking about	is wrong with a simple		programs for a desired	text for different effects.	the purpose of a	important aspects of the
	uses and purposes. They	algorithm when the steps		goal.	Freelings that offer the	database.	task (abstraction) and
	represent their own	are out of order.		Han amail to share looks -	Evaluate the effectiveness of	Chassa annuarista data	then decomposing them.
	ideas, thoughts and			Use email technologies	their presentation.	Choose appropriate data	Evaluate programming
	feelings through design			effectively, be discerning		to be stored.	Evaluate programming
	and technology, art,			in evaluating digital content.		Input data and	skills as the program is developed and
	music, dance, role-play and stories.			content.		Input data and understand how to	developed alld
	and stories.					unuerstand now to	

		Create purposeful	Unit 4.5	'debug' if the data base	debug/adapt where
		content to attach to	Logo	is incorrect.	needed.
		emails.	Use sequence, selection and		
			repetition in programs; work	Unit 5.5	Apply increasingly
			with variables and various	Game Creator	complex coding to their
			forms of input and output	Design, write and debug	game to improve gam
			including control programs.	programs that	play.
				accomplish specific	. ,
			Explore common instructions	goals, including	Systematically and
			on logo.	controlling or simulating	logically assess any bugs
				physical systems; solve	to identify the error.
			Read and explore different	problems by	
			coding.	decomposing them into	Unit 6.4 Blogging
				smaller parts.	Understand computer
			Write algorithms to achieve a		networks, including the
			desired effect.	Use and adjust	Internet; how they can
				sequence, selection and	provide multiple
				repetition in programs;	services and the
				work with variables and	opportunities they
				various forms of input	provide for
				and output.	collaboration.
				Use logical reasoning to	Use technology safely
				explain how some	understanding their own
				simple algorithms work	responsibility in the
				and to detect and	content of their digital
				correct errors in	footprint.
				algorithms and	
				programs.	Select and use an
					expanding variety of
				Translate algorithms that	software that will
				include sequence,	present information in
				selection and repetition	different ways with
				into code with increasing	different purposes.
				ease and own designs	Understand and syntain
				show that they are thinking of how to	Understand and explain the purpose of a Blog.
				accomplish the set task	the purpose of a blog.
				in code utilising such	Create, evaluate and
				structures.	adjust their online
				structures.	content.
				Design and write a	Content
				program for a desired	
				effect and test it.	
				Chicocana cost in	
				Debug and rewrite the	
				program as needed.	
				Evaluate the success of	
				the program.	
 1	1		1	the program.	1

Terms 5/6		Who's the King of the	War and Peace	Postcards from the	Tudor Rose	Brilliant Building and	It's a Smugglers Life for
Local study		Castle?		seaside		Lovely Landscapes	me
Local Study							
	YR	Y1	Y2	Y3	Y4	Y5	Y6
Key Concepts	Understanding the world:	Unit 1.6	Unit 2.6	Unit 3.6	Unit 4.6	Unit 5.6	Unit 6.5
Computer Science	Children recognise that a	Animated Story	Creating Pictures	Branching	Animation	3D Modelling	Text Adventures
(Core Understanding)	range of technology is	Use technology	Use technology	Databases	Design, write and debug	Select, design, use and	(PowerPoint)
	used in places such as	purposefully to create,	purposefully to create,	Use sequence, selection	programs that control	combine a variety of	Select, use. compare and
Information Technology	homes and schools.	organise, store, and	store, and present	and repetition in	physical or online	software on range of	combine a variety of
(The Application)		retrieve information	information including art	programs; work with	systems.	programs, systems and	software to design and
	Being imaginative:	including stories.	and images.	variables and various		content that can	create a range of content
Digital Literacy	children use what they			forms of input and	Use logical reasoning to	accomplish set	that accomplish given
(Using computing	have learnt about media	Use logical reasoning to	Understand that different	output including	explain how their	parameters.	goals, including
competently and safely in	and materials in original	predict the behaviour of	programs produce	databases.	algorithm works and		collecting, analysing,
the real world)	ways, thinking about	simple programs.	different effects.		what their inputs and	Explore the effects of 3D	evaluating and
	uses and purposes. They			Select, use and combine	outputs are.	modelling	presenting data and
All units should begin	represent their own	Create and debug simple	Explain the effect they	a variety of software on a			information.
with a recap of online	ideas, thoughts and	programs.	would like to achieve.	range of digital devices to	Discuss the desired effect	Design for a purpose.	
safety using the Project	feelings through design			design and create a range	they require.		Use and manipulate
Evolve materials.	and technology, art,		Evaluate and improve.	of programs, systems and		Evaluate their 3D model.	different forms of
	music, dance, role-play			content that accomplish	Write, share and evaluate		software to engage the
	and stories.	Unit 1.7	Unit 2.7	given goals, including	coding.	Unit 5.7	reader with a story.
		Coding	Making	collecting, analysing,	Debug where needed	Concept Maps	
	PSED: Managing feelings	Understand what	Music	evaluating and	independently.	Select, combine and	Explore and combine
	and behaviour: children	algorithms are; how they	Use technology	presenting data and		compare a variety of	tools – hyperlinks (both
	talk about how they and	can be used on digital	purposefully to create,	information.	Choose and create	software for different	external and internal),
	others show feelings, talk	devices like computers	organise, entertain and		appropriate images for	purposes.	images, animations, slide
	about their own and	and how you have to	present information	Understand what a	'stop motion' animation		transition for the best
	others' behaviour, and its	-	including music.	branching database is and	to achieved desired	Understand the need for	outcome.
	consequences, and know	instructions.		explain its uses.	effect.	visual representation	
	that some behaviour is		Understand that	5		when generating and	Unit 6.6
	unacceptable. They work		technology can be used to	Design a database.	Unit 4.7 Effective Search	discussing complex ideas.	Networks
	as part of a group or	predict the behaviour of	entertain.	Used a vete and the average as	Han an auch to should also	Fundamental different cons	Understand computer
	class, and understand	simple programs.	Fuel webs their	Understand the purpose	Use search technologies	Explore the different uses	networks, including how
	and follow the rules.	Create and debug simple	Evaluate their	of their database.	effectively, appreciate how results are selected	of concept maps.	the Internet is just one of
	They adjust their behaviour to different	Create and debug simple	composition as it is	Calcat the information		Create collaborative	these; how they can
		programs.	created.	Select the information	and ranked, and be	Create collaborative	provide multiple services,
	situations, and take	Linit 1 0	Present their composition	and questions required	discerning in evaluating	material.	such as the WWW; and the opportunities they
	changes of routine in their stride.	Unit 1.8	to others.	for the purpose. Unit 3.7 Simulations	digital content.		provide for
	their stride.	Spreadsheets	to others.	Offic 5.7 Simulations	Understand computer	Unit E 9 Word processing	
	Understanding the world:	Use technology	Evaluate others'	Use simulations to	Understand computer	Unit 5.8 Word processing (with Microsoft Word)	communication and collaboration.
	Understanding the world: They select and use	purposefully to create, organise, store, and	composition and suggest	analyse and evaluate	networks, including the Internet; how they	Use sequence, selection	COHADOI ALION.
	technology for particular	retrieve data.	improvements.	programs and situations.	provide multiple services	and repetition in	Evaluate the limitations
		retrieve uata.	improvements.	programs and situations.	including the WWW.	•	
	purposes.	Create a set of critoria to		Consider what a	meluumg me www.	programs; work with variables and various	and dangers of networks.
		Create a set of criteria to	Unit 2.9			variables and Various	
		sort data.	Unit 2.8	simulation is.			

		Presenting Ideas (Word)		Carry out simple searches	forms of input and	Explain how they can use
	Use a spreadsheet to sort	Use technology for a	Explore different	to retrieve digital content.	•	this information to keep
	·		'	to retrieve digital content.	output.	themselves and others
	according to criteria.	defined purpose in order	simulations.		Colort combine and use	
		to present information.		Understand that to do	Select. combine and use	safe; and their own
	Unit 1.9		Make a prediction based	this, they are connecting	technology to present for	responsibility to do so.
	Technology outside	Use the tools new, save,	on logic.	to the internet and using	different purposes.	
	school	colour, size, image, undo.		a search engine.		Unit 6.7 Quizzing
			Unit 3.8 Graphing		Explore the effect of	Select, use and combine
	Recognise common uses	Predict the behaviour of	Select, use and combine	Collect, analyse, evaluate	tables, images, text boxes	a variety of software on a
	of Information	the word processing	a variety of software on a	and present data and	and hyperlinks in Word.	range of digital devices to
	Technology beyond	program.	range of digital devices to	information using a		design and create a range
	school.		design and create a range	selection of software.	Utilise different tools to	of programs, systems and
			of programs, systems and		ensure the most	content, analysing and
			content that accomplish	Understand the function,	purposeful presentation.	evaluating and
			given goals, including	features and layout of a		presenting data and
			collecting, analysing,	search engine.		information.
			evaluating and	3 -		_
			presenting data.	Appraise selected		Explore other designs of
			presenting data.	webpages for credibility		the type they are
			Enter data into a graph	and information at a basic		creating.
			and answer questions.	level.		creating.
			and answer questions.	level.		Evaluate and create the
			Salva an investigation			
			Solve an investigation.	Linit 4 Ollandruana		criteria for a 'good design'
			11.11.2.0.0	Unit 4.8Hardware		Butter and acceptant
			Unit 3.9 Presenting (with	Investigators		Design and create a
			Microsoft PowerPoint)			database with a specific
			(this could be combined	Understand computers		purpose.
			with 3.6)	including their hardware.		
			Select, use and combine			
			a variety of software on a	Understand how some of		Unit 6.8 Understanding
			range of digital devices to	their digital footprint is		Binary
			design and create a range	stored.		
			of programs, systems and			Design, write and debug
			content that accomplish	Unit 4.9 Making Music		programs that
			given goals, including	(optional)		accomplish specific goals,
			collecting, analysing,			including controlling or
			evaluating and			simulating physical
			presenting data and	Use sequence, selection		systems.
			information.	and repetition in		
				programs; work with		Use sequence, selection
				variables and various		and repetition in
				forms of input and		programs: Work with
				output.		variables and various
				- carpaci		forms of input and
						output.
						output.
						Hea logical reasoning to
						Use logical reasoning to
						explain how some simple

			algorithms work and detect and correct errors. Select, use and combine a variety of software 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.