- Each unit should last 1 half term.
- Skills to be split accordingly across the number of lessons available in that half term.
- If skills are covered before the end of a half term, please allow opportunities for independent application (especially of basic skills throughout the year).
- Also, where possible, use Computing time to support cross curricular links.
- Computing lessons should be planned for and prepared by the staff members that are delivering the sessions.

	Autumn 1 – Basic skills	Autumn 2 – E- Safety	Spring 1 – Online Research	Spring 2 - Multimedia	Summer 1 – Data	Summer 2 - Programming
Y1 review and editing	Explain what they have done to help them develop their ideas. Talk about what they might change in their work. Talk about uses of ICT both inside and outside school.					
Year 1	Be able to logon to a computer independently. Locate RM Unify. Familiarise with a keyboard Learn how to type their name on word. Learn how to type a simple sentence on word.	Make decisions about whether or not statements or images found on the internet are likely to be true. Identify different devices that can go on the internet, and separate those that do not. Identify what things count as personal information.	Navigate websites using hyperlinks, buttons and menus to access stored information. Access different information using a range of equipment (DVDs, websites, TV, Chromebooks, computers etc) Talk about websites they have been on.	Communicate ideas in pictures using various tools including brushes, pens, lines, fill, spray and stamps. (Paint/Purple Mash 2Paint, 2Paint a Picture). Create a picture for a given purpose.	Develop simple classification by carrying out simple sorting activities (this could be non-computer based) Sort objects and pictures in lists or simple tables. (this could be non-computer based and linked to Maths) Produce different types of graphs – bar charts and pictograms. (using 2Count – Purple Mash)	***Based on Purple Mash – 2Go (Could start by using/programming Beebots)***  Begin to understand that a sequence on instructions is called an algorithm. Give and follow instructions: up, down, left, right.

	Locate CAPS LOCK and full stop to punctuate sentence. Understand the keys on a keyboard – back space, enter, arrow keys, CAP LOCK, full stop.	Identify when inappropriate content is accessed and act appropriately. (tell an adult) Identify people who can help when using ICT.	Navigate 'back' by clicking on the 'back' button. Complete a simple search under the supervision of adults.		Interpret graphs to answer questions. (using 2Count – Purple Mash)	Give a simple sequence of instructions and explore the outcome. Give a sequence of instructions to complete a simple task (to get from one place to another). Discuss what will happen when instructions are given. Begin to use number commands up, down, left, right. Debug when errors are made.
	Autumn 1 – Basic skills	**Autumn 2 – E- Safety**	**Spring 1 – Online Research**	**Spring 2 - Multimedia**	**Summer 1 – Data**	**Summer 2 - Programming**
Y2 review and editing	Describe the effects of their actions. Talk about what they might develop in their work next time. Clearly explain the uses of ICT both inside and outside school.					
Year 2	Logon on to a computer/Chromebook and locate a specific file.	Begin to discuss that information on the internet is not always true. Link to padlock symbol on websites.	Enter text into a search engine (using specific given websites/search options).	Record sound for a purpose. (2Beat)	Discuss the properties of 6 objects – how are they different? Make a list of differences. (this could be	Use Purple Mash 2Logo

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	Begin to word process work, once typing skills are developed. Word process a short piece of work and edit the text size and font type. How to save a document – in different places (own area, shared area). Reinforce understanding of the keys on a keyboard (as Y1) – develop understanding of Caps lock at different parts of a sentence for names, Locate and use the ? and ! keys. Use of Num Lock.	Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people. Identify personal information that should be kept private. Consider other people's feelings on the internet. Remember and use the SMART rules	Locate specific sites by completing an online search within a search engine. Gain information from a website (as given by the teacher). Use the internet to find answers to given questions.	Create a piece of music using 4 different parts. Change the tempo of the music. Change the beats in a bar. Change the volume of the instruments. Create repeating patterns. Share recording with a partner and suggest improvements.	non-computer based. Could also use 2investigate to do this) Using information above, mke a simple Y/N tree diagram to sort information ((https://www.j2e.com/jit5#branch)) (use of J2E link)). Use this for 1st lesson to familiarise. Create a more complicated branching database independently using information collected in previous lessons. (Purple Mash 2Quesiton)	Understand that a sequence on instructions is called an algorithm. Continue to use forward, backward, left, right. Use the 'repeat' command within a series of instructions. Use Logo to draw a given shape (square/rectangle) and write the commands for this. Edit/refine a sequence of commands (debug).. Discuss how to improve/change their sequence of commands. Use pen up/pen down feature. Move on to directing the arrow through a maze (feature within Logo).

	Use of shift to find !					Debug when errors are made.
	Autumn 1 – Basic skills	**Autumn 2 – E- Safety**	**Spring 1 – Online Research**	**Spring 2 - Multimedia**	**Summer 1 – Data**	**Summer 2 - Programming**
Y3 review and editing	Explain how they might improve future work – both their own and a partner's.					
Year 3	Continue to develop understanding of keyboard keys (as in Y1 & 2) Print documents (both Word docs and from Purple Mash). Word process work – change font size, type and colour and add an image to the document using clipart. Practise typing using both hands (Purple Mash 2Type)	Question the "validity" of what they see on the internet. Use a browser address bar to type a full website not just search box and shortcuts. **Think** (true, helpful, inspiring, necessary, kind) before sending and suggest consequences of sending/posting. Recognise online behaviours that would be unsafe.	(Purple Mash 2Email) Recognise an email address. Find the @ key on a keyboard. Contribute to a class email. Open and select to reply to an email. Understand that files of different types can be attached to emails Once websites are located, add given websites to favourites.	Create an Ebook using 2Create a Story. Following skills as below: Create a new story from scratch. Add or remove pages. Combine text and images within each page and embed sound clips. Add information about the author and title for publishing.	Recognise which information is suitable for their topic. Design a questionnaire about relevant topic information. (Purple Mash 2Quiz) Sort and organise information to use in other ways (design quizzes using different formats relevant for the type of question asked).	**Start by using 'Chimp – Turtle' to build on Y2 skills. Complete challenges as set within Turtle.** **Move on to using free code 'Chimp' to design a game.** Use the 'repeat' and 'when; command and predict the result. Create a background at the start of the game. Create a sequence of instructions to tell a sprite to move.

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		Begin to discuss PEGI ratings on games and social media age restrictions. Remember and use the SMART rules	Use a search engine to find a range of media, e.g. images, text. Talk about the reliability of information on the internet, e.g. the difference between fact and opinion (link to E-Safety)	Use different fonts sizes, colours and types to communicate meaning. Take photos using a digital camera and add images to the computer.		Talk about the similarities and difference between different coding applications (Logo/free code). Begin to discuss coding in real life – look at real life application and context.
	Autumn 1 – Basic skills	**Autumn 2 – E- Safety**	**Spring 1 – Online Research**	**Spring 2 - Multimedia**	**Summer 1 – Data**	**Summer 2 - Programming**
Y4 review and editing	Review their understanding of their learning and explain how their work is effective.					
Year 4	Firmly understand how to save, open and print a document without support. Type using both hand with increasing confidence. Word process work using skills from	Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles) and the dangers that come with the use of these.	Develop key questions and key words to search for specific information to answer a problem, e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'. Use appropriate tools to save and retrieve accessed	Use 2Animate: Plan a multi-scene animation including characters, scenes and special effects. Move items within their animation to create movement on playback.	Collect data that could be used to create a graph (Maths link).. Use Purple Mash 2Graph to record data and create graphs. Create a range of different graphs dependent on the	Understand programming terminology: algorithm, debug, input, output, variables and decompose. Navigate the Scratch programming environment – building on skills taught with programming software in 2/3.

	previous years. Also learn to add borders, tables and Word Art. Add clipart and images from the web to a document. Use 'copy and paste' to insert image from the internet. Use format to change the image positioning.	Discuss password safety (not using common words, not sharing etc) Know how to make judgements in order to stay safe, whilst communicating with others online. (making sure they know who they are talking to, use of the padlock symbol etc). Tell an adult if anything worries them online. Begin to discuss CEOP for particular concerns. Discuss Childline number in relation to this. Identify dangers when presented with scenarios, social networking profiles, etc. Articulate examples of 'good' and 'bad' behaviour online. Further discuss and embed knowledge of PEGI ratings	information, e.g., through the use of favourites, history, copy/paste and save as. Access the school website class pages – look at content provided by CT on the class page. Begin to learn how to use Google Classroom. Work collaboratively on a project using internet research and Google Classroom.	Edit/improve their animation. Discuss the quality of animation and chose which parts to keep and which to re-do. Add titles, credits and slide transitions where possible. To consolidate understanding, plan and produce animation project with support from JR.	type of information collected. Move on to looking at Excel. Locate excel, understand the terms cell, workbook, cell reference, sheet, column, row. For support: https://support.office.com/en-gb/article/basic-tasks-in-excel-dc775dd1-fa52-430f-9c3c-d998d1735fca Create simple spreadsheet documents using data they have collected or been supplied with. See link below: http://www.primaryresources.co.uk/ict/pdfs/01spread2.pdf	Create a background and a new sprite. Add inputs to control their sprite. Control sprites movements. Use Scratch to control musical instruments. (see JR guidance doc) Use looks, sounds and control functions to create a musical piece.

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		and social media age restrictions. Create a quiz to test others. (2Quiz) Remember and use the SMART rules				
	Autumn 1 – Basic skills	**Autumn 2 – E- Safety**	**Spring 1 – Online Research**	**Spring 2 - Multimedia**	**Summer 1 – Data**	**Summer 2 - Programming**
Y5 review and editing	Critically reflect on their work to edit, improve and evaluate it.					
Year 5	Add shapes, headers, footers and symbols (e.g. ÷) to a word document. Crop, rotate and resize an image from clipart and from the internet. Highlight text and edit text so that it is bold, in italics, underlined etc. Use a textbox to position text anywhere on the page.	Judge what sort of privacy settings might be relevant to reducing different risks in relation to social media. Use https://howsecureismypassword.net/ to check different types of passwords and understand what makes a good password. Judge when to answer a question online and when not to.	Use advanced search functions in Google, e.g. quotations to narrow down a search. Create and navigate their way to a class blog. (Purple Mash 2Blog) Alter the theme and appearance of their blog, adding background images etc. Create a new post, save it as a draft and publish it.	Store and combine images from cameras or the internet for a purpose. Use the print screen function/snipping tool to capture an image. Select certain areas of an image and resize, rotate an image. Produce a PowerPoint using skills as below: - Insert new slides - Change the background	***Skills below to be taught using Y5 planning provided.*** To identify and enter the correct formulae into cells, modify the data, make changes and check them. To identify formulae and enter them into a spreadsheet. Copy formulae to create tables of results.	Create a 1 player game, including a scoring system.(see JR guidance doc) Use external triggers (if touching....) and infinite loops to control sprites (using 'forever' loops). Create and edit variables – creating a scoring system for game. Use conditional statements 'if....then...else'

	Securely save, open, edit and print a document without support.	Be a good online citizen and friend, not a digital bystander. Articulate what constitutes good behaviour online. Relate to different online uses – phones, games, internet searches, email, apps etc. Use different sources to double check information found to check for validity. Continue to develop understanding of the CEOP button. Discuss reasons for the PEGI age ratings and social media age restrictions. Why might it be unsafe for anyone younger? Remember and use the SMART rules	Embed photos, hyperlinks and videos into posts. Reorganise posts and remove posts they no longer want. Contribute to the class page on the school website – create posts for class teacher to add to the website.	- Change the layout - Add text box - Add an image - Add animation to a text box/image - Create a multi-slide presentation		
	<u>Autumn 1 – Basic skills</u>	<u>Autumn 2 – E- Safety</u>	<u>Spring 1 – Online Research</u>	<u>Spring 2 - Multimedia</u>	<u>Summer 1 – Data</u>	<u>Summer 2 - Programming</u>

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Y6 review and editing	Critically reflect on their work to edit, improve and evaluate it. Suggest improvements for a partner by peer assessing and improving.					
Year 6	Build on the basic skills taught in R – 5 and continue to use them in a range of different contexts. Use PowerPoint to reinforce Y5 skills to present work from other curriculum areas. Use both Word and PowerPoint confidently across a range of other subjects to present work.	Find report and flag buttons in commonly used sites and name and explain sources of help (Childline, Cybermentors, etc) 'click-CEOP' button and explain to parents/other groups of children/staff what it is for. Discuss scenarios involving online risk and create digitally safe responses to the scenarios. Remember and use the SMART rules. Demonstrate a firm understanding of PEGI ratings and social media age restrictions.	Understand websites such as Wikipedia are made by users (link to E-Safety). Use strategies to check the reliability of information, e.g. cross checking with books. Understand files may be saved off their device in 'clouds' – use office 365 & Google Drive. Upload/download a file to the cloud on different devices. Recap use of blogs (as Y5) build up their blog content over the year. (Use school website – JR(Write pieces, proof read/edit and finalise them to be	Produce a PowerPoint using skills as below, also building on skills taught in Y5: Develop use of hyperlinks to create interactive, non-linear presentations. Use animations and transitions effectively in presentations. Consider the effect on the audience. The above could also be completed using Google Apps (slides) to transfer skills from Y5. Possible end of year green screen project.	Twinkl Y6 Spreadsheets unit (6 lessons). This will build on skills taught in Y4 and Y5.	Design their own game including sprites, backgrounds, scoring and/or timers. (See JR guidance doc) Use conditional statements, loops, variables. Create a 2 player game that finishes if the player wins or loses and the player knows if they have won or lost. Evaluate the effectiveness of their game and debug if required. Embed and use the vocabulary of coding from KS2 curriculum.

Northfield Road Primary – Skills Progression			
	Computer/desktop based	**Chromebook based**	**Key vocabulary**
By then end of Reception, children should be able to:	- use a mouse to control a curser - develop mouse control to be able to make a choice - log on to a computer, under adult supervision - be able to open a word document - be able to begin to type basic words in a word document - use Beebots to being to think about positional language	- turn on a Chromebook - turn off a Chromebook - log into a Chromebook under adult supervision	mouse keyboard screen keys Chromebook computer document

			published by the CT on the class page on the website.			

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