



Whole School Medium Plan - **COMPUTING**

State if it is not a lead subject: but standalone/ongoing	Week: teachers to date	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS	continuous provision/ small group work	<p>The most relevant statements for computing are taken from the following areas of learning</p> <p><u>Personal, Social and Emotional Development</u> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.</p> <p><u>Physical Development</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p><u>Expressive Arts and Design</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>					
Y1	<u>1</u>	<p><u>Penguins, Possums and Pigs</u> <u>Create, manage and manipulate digital content</u> On a range of devices: Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys).</p>	<p><u>Fire! Fire! Digital Research - Searching</u> Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser.</p>	<p><u>Growth and green fingers</u> <u>Programming / Simulations and Modelling</u> Identify errors in instructions. Give and follow commands (one at a time) to navigate other children and programmable toys</p>	<p><u>Family Album</u> <u>Text and Images / Use of Technology</u> Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets.</p>	<p><u>The Great Outdoors</u> <u>Digital Research - Searching</u> Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address</p>	

				around a course or a familiar journey, including straight and turning movements.		(URL) into the address bar in a web browser. Use technology to source, generate and amend ideas e.g. searching a resource such as Espresso for images by a specific artist.	
	<u>2</u>	Add captions to photos and graphics. Select text appropriately e.g. highlighting or clicking text to select. Make simple changes to text e.g. colour, style and size.	Use technology to source, generate and amend ideas e.g. searching a resource such as Espresso for images by a specific artist.	Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.	Save and store work in an appropriate area, and be able to print, retrieve and amend it.	Talk about their use of technology and other ways of finding information, e.g. books, asking other people. Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected websites, and other sources of stored information.	

	<u>3</u>	<p>Word process short texts directly onto the computer (i.e. do not just copy up handwritten work). Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work.</p>	<p>Talk about their use of technology and other ways of finding information, e.g. books, asking other people.</p>	<p>Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets. Make informed choices when exploring what happens in a simulation.</p>	<p>Organise and name files appropriately and accurately.</p>	<p>Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult. Be able to retrieve files from a computer using a search of the computer.</p>	
	<u>4</u>	<p>Save and store work in an appropriate area, and be able to print, retrieve and amend it.</p>	<p>Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information.</p>	<p>Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment. Talk about the rules found in simulations.</p>	<p>Refine the use of shape, line and colour to communicate a specific idea or artistic style/effect through various tools including brushes, pens, lines, flood fill, spray and stamps.</p>	<p><u>Creating Digital Content (Text and Images)</u> On a range of devices: Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys). Add captions to photos and graphics.</p>	

	<u>5</u>	Begin to add different forms of media together e.g. text and images in blogs or word processing documents.	Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult.	<u>Online Safety</u> Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help.	Talk about their use of graphics package and their choice of tools. Begin to make changes to images e.g. cropping using basic tools in image manipulation software.	Select text appropriately e.g. highlighting or clicking text to select. Make simple changes to text e.g. colour, style and size. Select text from word lists (if necessary).	
	<u>6</u>	<u>Digital literacy – e-safety</u> Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.	Be able to retrieve files from a computer using a search of the computer.		<u>Online Safety</u> Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help. Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.	Word process short texts directly onto the computer (i.e. do not just copy up handwritten work). Navigate round text in a variety of ways e.g. mouse, arrow keys, touch, when editing work.	

	<u>7</u>					Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help. Minimise screen; turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.	
Y2	<u>1</u>	<p><u>The Place Where I Live</u> <u>Create, Manage and Manipulate Digital Content - Sound</u> Explore a range of electronic music and sound devices and software.</p>	<p><u>Fighting Fit</u> <u>Electronic Communication</u> Contribute ideas to class and group emails. Send an email, using a subject heading, to a known member of the school community e.g.</p>	<p><u>Explorers</u> <u>Programming</u> Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.</p>	<p><u>Farm Shop</u> <u>Data handling</u> Develop classification skills by carrying out sorting activities. Use simple graphing software to produce pictograms and other basic tables,</p>	<p><u>Wind in the Willows</u> <u>Create, Manage and Manipulate Digital Content</u> Create a sequence of images to form a short animation. Change the content of a</p>	

			another class teacher, bursar.		charts or graphs.	project for a specific audience.	
	<u>2</u>	Be able to listen to and to select a sound from a bank of pre-recorded sounds. Use sound recorders, both at and away from the computer, to record and playback sounds e.g. voices, instruments, environmental sounds.	Open and reply to an email from a known person. Contribute to a blog, journal or forum on the school's VLE.	Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.	Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart.	Online Safety Use technology safely. Keep personal information safe.	
	<u>3</u>	Use software to explore and create sound and musical phrases for a purpose.	Develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs.	Explore and create sequences of commands/instructions in a variety of programs/devices.	Interpret the graphs, discuss the information contained and answer simple questions.	Recognise situations involving content and contact that are not safe (e.g. in emails, text messages, videos) and know where to go for help.	
	<u>4</u>	Use basic editing tools to change recorded sounds (speed up, slow down, reverse, echo) to alter the mood or atmosphere.	Begin to use webcams and /or video conferencing as a class, if appropriate and available, with	Make predictions and describe the effects when creating programs and controlling devices.	Sort and classify a group of items by asking simple yes / no questions. This may take place away from the	Minimise screen; turn off the monitor, or use back buttons to return to the home page if	

			external providers, another class or school.		computer, e.g. a 'Guess Who' game.	anything inappropriate appears on the screen.	
	<u>5</u>	Use recorded sound files in other software applications.	Talk openly about their use of online communication in school and at home.	Use logical reasoning to predict what will happen in simple programs.	Use a branching database program to sort and identify items. Use basic search tools in a prepared database to answer simple questions e.g. how many children have brown hair?		
	<u>6</u>	Be able to save sound files. Be able to share recordings with a known audience.	<u>Online eSafety</u> Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help. Minimise the screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the	<u>Online eSafety</u> Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help. Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.	Online Safety Skills Use technology safely. Use technology respectfully. Recognise situations involving content and contact that are not safe, (e.g. in emails, text messages, videos) and know where to go for help.		

			screen.				
Y3	<u>1</u>	<p><u>There's No Place Like Home</u> <u>Images, Video and Animation</u> Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.</p>	<p><u>Healthy Humans Programming</u> Write programs that accomplish specific goals. Use sequence in programs.</p>	<p><u>Rock and Roll Digital Literacy - Digital Research</u> Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos. Evaluate different search engines and explain their choices in using these for different purposes.</p>	<p><u>Iron Man Programming</u> Write programs that accomplish specific goals. Read what a sequence in a program does.</p>	<p><u>What the Romans Did For Us Electronic communication</u> Use a range of digital tools to communicate, e.g. contributing to chats and/or discussion forums, in school's VLE, blog or text messages, making purposeful contributions to respond to another pupil's question or comment.</p>	
	<u>2</u>	<p>Discuss and evaluate the quality of their own and others' captured images and make decisions whether to keep, delete or change them. Independently download and save images and video onto a computer.</p>	<p>Read what a sequence in a program does. Create programs that implement algorithms to achieve specific goals.</p>	<p>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'. Consider the effectiveness of key</p>	<p>Work with various forms of input. Work with various forms of output. Use logical reasoning to predict outputs. Create programs that implement algorithms to achieve specific goals.</p>	<p>Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience.</p>	

				questions on search results and refine where necessary.			
	<u>3</u>	Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location. Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).	Debug programs that accomplish specific goals through self and peer assessment.	Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.	Debug programs that accomplish specific goals through self and peer assessment. Use sequence and repetition in programs	Continue to use webcams and / or video conferencing as a class, if appropriate and available, e.g. with external providers, another class or school, or abroad as part of a wider topic.	
	<u>4</u>	Be able to use basic tools in a software package to change images according to purpose. Import music, stills or video into video editing software for a specific project.	Use logical reasoning to detect and correct errors in programs. Use sequence and repetition.	Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as.	Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices. Use sequences of commands to control physical devices using outputs.	Begin to publish their work to a wider audience, e.g. using VLE or podcasting tools.	
	<u>5</u>	Arrange, trim and cut clips to create a short film that conveys meaning.	<u>eSafety</u> Recognise acceptable behaviour.	Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT	Demonstrate and develop a sense of audience when appropriate. Use and debug programs that control	<u>Design, create, Manage and Manipulate Digital Content</u> Has an	

		Add simple titles, credits and special effects, e.g. transitions.	Recognise unacceptable behaviour.	through buttons on the pop-up window, or the cross in the right hand corner. Know how to temporarily allow useful pop-ups from a website.	physical devices (<i>note real or screen simulations could be used</i>). Use logical reasoning to detect and correct errors in programs.	awareness of Internet services. Understands what is meant by Internet services.	
	<u>6</u>	Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.	Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.	<u>Online Safety</u> Use technology responsibly. Recognise acceptable behaviour. Recognise unacceptable behaviour. Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.	<u>Online Safety</u> Recognise acceptable behaviour. Recognise unacceptable behaviour. Be able to create a 'secure' password, e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures / Acceptable Use Policy.	<u>Online Safety</u> Use technology responsibly. Keep passwords and personal data safe.	
Y4	<u>1</u>	<u>Sparks Might Fly Programming</u> Write programs that accomplish specific goals. Read what a sequence in a program does.	<u>The Great Plague Data Handling</u> Create frequency diagrams and graphs to answer questions. Create and use a branching database	<u>The Art of Food Text and Images</u> Use different font sizes, colours and effects to communicate meaning for a given audience. Use various layouts, formatting, graphics	<u>Passport to Europe Sound</u> Use a variety of devices and software to select, playback and record voice and other sounds.	<u>Water, water everywhere Digital Research</u> Use a range of child friendly search engines to locate different media,	

			to organise and analyse information to answer questions.	and illustrations for different purposes or audiences.	Locate and use sound files from online sources, e.g. Audio Networks, and other multimedia resources	e.g. text, images, sounds or videos. Evaluate different search engines and explain their choices in using these for different purposes.	
	<u>2</u>	Work with various forms of input. Work with various forms of output. Use logical reasoning to predict outputs.	Begin to identify what data should be collected to answer a specific question. Collect data and enter it into a database under appropriate field headings.	Use various software tools to complete a project, problem or task. Use page setup to select different page sizes and orientations. Use cut, copy and paste to refine and re-order content.	Select, import and edit existing sound files in sound editing software, e.g. Audacity. Use editing tools to refine and improve outcomes and performances.	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'. Consider the effectiveness of key questions on search results and refine where necessary.	
	<u>3</u>	Design programs, showing skills needed to plan and implement	Use a database to answer straightforward	Combine and use various software tools to	Use recorded sound files in other software applications.	Use strategies to verify the accuracy and reliability of	

		<p>a task / problem that accomplish specific goals. Create programs that implement algorithms to achieve specific goals.</p>	<p>questions by searching, matching and ordering the contents of a single field.</p>	<p>complete a project, problem or task. Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace.</p>	<p>Be able to share sound recordings with a wider audience.</p>	<p>information, distinguishing between fact and opinion, e.g. cross checking with different websites or books. Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as.</p>	
	<u>4</u>	<p>Debug programs that accomplish specific goals through self and peer assessment.</p>	<p>Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.</p>	<p>Select and import sounds from other sources, e.g. own recordings, sound effects and music. Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing.</p>	<p>Use music software to experiment with capturing, repeating and sequencing sound patterns. Use ICT to create and perform sounds or music that would otherwise not be possible in a live situation, e.g. editing a multi-part piece.</p>	<p>Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner. Know how to temporarily allow</p>	

						useful pop-ups from a website.	
	<u>5</u>	Use sequence, repetition and selection in programs Use sequences of commands to control physical devices using outputs.	Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes. Select and use the most appropriate method to organise and present data.	Use and combine internet services such as those that provide images, sounds, 3-D representations and graphic software. Recognise and use key layout and design features, e.g. text boxes, columns and borders. Insert and edit simple tables. Create a range of hyperlinks and produce a non-linear, interactive presentation.	<u>Online Safety</u> Understand the risks posed by the internet relating to contact e.g. bullying, grooming. Know a range of ways to report concerns about contact. Know a range of ways to report concerns about content.	Develop use of more advanced searching techniques, e.g. searching for a phrase using quotation marks to locate precise information.** Choose the most appropriate search engine for a task, e.g. image search, search within a specific site or searching the wider internet.**	
	<u>6</u>	Use logical reasoning to detect and correct errors in programs.	<u>Esafety</u> Be able to create a 'secure' password, e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /Acceptable Use Policy.	Simulations and Modelling Explore the effects of changing variables in models and simulations, asking 'What if?' questions. Make and test predictions. Use a pre-prepared spreadsheet to record data to answer	Recognise that cyber bullying is unacceptable and will be sanctioned according to the school's eSafety policies and procedures / Acceptable Use Policy. Know how to report an incident of cyber bullying if and when it	<u>Design, Create, Manage and Manipulate Digital Content</u> Use and combine internet services such as those that provide images, sounds, 3D representations and graphic	

			Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.	questions and produce graphs.	occurs, according to the school's eSafety policies and procedures / Acceptable Use Policy.	software. This can include webpages. Recognise and use key layout and design features, e.g. text boxes, columns and borders (<i>this can be any content e.g. webpages</i>).	
	<u>7</u>			<u>eSafety</u> Keep passwords and personal data safe. Recognise acceptable behaviour. Use technology responsibly. Recognise unacceptable behaviour. Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.		<u>Online Safety</u> Use technology responsibly Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.	
Y5	<u>1</u>	<u>A United Kingdom Data handling</u> Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts.	<u>Food, Glorious Food Electronic Communication and Collaboration / Computer</u>	<u>Earthlings Simulations and modelling/IT – Data handling</u> Explore the effects of changing variables in models and simulations	<u>Inventors and Inventions Computer Science / Computational Thinking</u> Use repetition and selection in programs.	<u>Amazon Adventure Design, Create, Manage and Manipulate Digital Content</u>	

		Discuss how IT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools.	Networking Independently, and with regard for eSafety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school, e.g., email, discussion forums, blogs, wikis, text messages and other digital communication tools.	in order to solve a problem. Make and test predictions.		Select, use and combine internet services to create digital 'content' (including programs and systems). Demonstrate awareness of intended audience in work.	
	<u>2</u>	Design questions and perform complex searches using key words, to search a large pre-prepared database looking for relationships and patterns, e.g. data on the Internet; census data. Check the reliability of the data; identify and correct inaccuracies.	Make use of webcams and /or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad.	Enter formulae into a pre-prepared spreadsheet model to explore the effects of changing variables. Develop simple spreadsheet models to investigate a real life problem.	Use variables in programs.	Independently select the most appropriate ICT tools for intended purpose and audience. Routinely evaluate and improve work as part of the design process. Use a range of	

						digital devices to produce digital 'content'.	
	<u>3</u>	<p>Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions, e.g. is there a relationship between minibeast habitat and diet?</p> <p>Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question.</p>	<p>Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting.</p>	<p>Create simple spreadsheet models to investigate a real life problem. Identify and enter the correct formulae into cells. Make predictions of the outcome of changing variables.</p>	<p>Design and create programs using decomposition.</p>	<p>Text and Images</p> <p>Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations. Evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.</p>	
	<u>4</u>	<p>Search data according to more than one criterion. Present data to a specified audience and display findings in</p>	<p>Evaluate the effectiveness of a variety of digital communication tools for</p>	<p>Online safety</p> <p>Locate and respond appropriately to the terms and conditions on websites</p> <p>Identify unsuitable posts (e.g. on blogs, a</p>	<p>Design programs to accomplish specific tasks or goals.</p>	<p>Select suitable text, sounds and graphics from other electronic sources, and import into own</p>	

		other software, e.g. through presentation software.	communicating and collaborating.	forum ...) pertaining to content and conduct.		work. Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.	
	<u>5</u>	Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.	<u>eSafety Opportunities</u> Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct.	Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.	Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs.	Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations. Use of hyperlinks to produce more effective, interactive, non-linear presentations.	
	<u>6</u>	Select and use the most appropriate method to organise, present, analyse and interpret data.	Identify inappropriate and unacceptable behaviour when analysing resources		Online Safety Continue to develop the skills to identify risks involved with contact, content and	Develop consistency across a document - same style of	

			such as videos, text-based scenarios and electronic communications.		their own conduct whilst online.	font, colour, body text, size for headings, etc. Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. Independently select, process and import images, video and sounds from a variety of sources to enhance work.	
						<u>Online Safety</u> Locate and respond appropriately to the terms and conditions on websites. Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to	

						<p>content and conduct. Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online. Use electronic communication and collaboration tools safely.</p>	
Y6	<u>1</u>	<p><u>Survival Digital Research – Searching</u> Choose to use the internet when appropriate as a tool for independent research, e.g.</p>	<p><u>Britten’s Got Talent Design, Create and Manage and Manipulate Digital Content</u> Select, use and combine internet</p>	<p><u>Heroes and Villains Programming</u> Use repetition* and selection* in programs. Use variables* in programs.</p>	<p><u>Super Sleuths Digital Research/IT/CS (networking)</u> Understand how search engines work and know that there are different search</p>	<p><u>Beside the Seaside Programming</u> Use repetition and selection in programs. Use variables in programs.</p>	

		gathering text, images, videos and sound as resources to use in their own work.	services to create digital 'content' (including programs and systems).		engines; some to search within sites, and some to search the wider Internet.	Design and create programs using decomposition.	
	<u>2</u>	Use more advanced searching techniques (e.g. Boolean and relational operators). Choose the most appropriate search engine for a task, e.g. image search, search within a specific site or searching the wider internet.	Independently select the most appropriate ICT tools for intended purpose and audience. Routinely evaluate and improve work as part of the design process. Use a range of digital devices to produce digital 'content'.	Design and create programs using decomposition. Design programs to accomplish specific tasks or goals.	Understand what 'ranking' is when related to search engines. Understand the importance of keywords and 'linked' pages in the listing/ranking of websites by search engines.	Design programs to accomplish specific tasks or goals. Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs. Use procedures in programs.	
	<u>3</u>	Be able to create and use folders within lists of bookmarks or favourites to organise content.	Independently select and use a variety of devices to record musical and non-musical sounds. Independently select, edit, manipulate and combine sound files from a range of sources to create a composition which	Use logical reasoning to develop systematic strategies that can be used to debug algorithms and programs. Use programming software to create simulations.	<u>Computer Networks</u> Understand the difference between the internet and the World Wide Web. Understand that the Internet provides many different services.	Design, test and refine programs to control robots or floor turtles taking account of purpose and needs. Use programming software to create simulations.	

			could be broadcast for a specific purpose and audience, e.g. a soundbyte or podcast.				
	<u>4</u>	Apply their knowledge of what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.	Upload and download projects to other devices and online space e.g. VLE, blog or website, collaborating and communicating with audiences in locations beyond school. Create their own sounds and compositions to add to presentations, animations and films.	<u>Online Safety</u> Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.	Know about the key components of a network and how networks work. Understand what an IP (Internet Protocol) address is.	<u>Online Safety Skills</u> Locate and respond appropriately to the terms and conditions on websites Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct.	
	<u>5</u>	Use strategies to verify the accuracy and reliability of information, distinguishing between	Use ICT to produce music or sound effects for a specific purpose,		Online Safety Identify unsuitable posts (e.g. on blogs, a forum ...) pertaining to content and	Identify inappropriate and unacceptable behaviour when analysing	

		fact and opinion, e.g. cross checking with different websites or books.	considering the impact on the audience, e.g. length, style, genre.		conduct.	resources such as videos, text-based scenarios and electronic communications. Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online.	
	<u>6</u>	Identify whether a file has copyright restrictions and can be legally downloaded from the internet then used in their own work.	Online Safety Identify unsuitable posts (e.g. on blogs, a forum...) pertaining to content and conduct. Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.		Identify inappropriate and unacceptable behaviour when analysing resources such as videos, text-based scenarios and electronic communications.		

Whole school					<u>Internet Safety Day</u> <u>8 February</u>		
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