The Priory School Long Term Plan: [Computing]

Curriculum Intent: The over-riding aim is to prepare pupils for the experiences and challenges of life after school as they move into further education and the world of work.

Below is the long-term plan for Computing. Please note that this long-term plan may also be altered at any point depending upon individual, group or class needs. Please also note that higher ability pupils have a number of other tools available to them in use independently to include BKSB, ICT work out subscription and further resources from our subscription to ELIM.

The plan has been broken down into three different sections.
- The first section is a general plan for each of the six terms for each year group.
- The second section is a differentiated coding plan that pupils will follow, as independently as possible at various points throughout the year.
- The third section is about online safety work, which again is completed at various points throughout a school year and not during a specific term.

It is important for pupils to maintain their knowledge of online safety throughout the year and also their coding skills need to be consistently developed.

The knowledge and skills elements of the plan have mainly been taken from the Computing assessment tracker to correlate with pupils progress over time and their differentiated needs.

Year 7 – Please note that internet safety is integrated into the schemes of work at the appropriate points. Also pupils have specific sessions devoted to this, for example lessons during anti-bullying week etc, these lessons will take place each term.

Pupils will take part in Computer Science lessons to include coding using Purple Mash, Scratch and Primary Resources.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	**Can I use the basic office suite?** **Baselining** **Basic Office** **Internet safety** **Tasks include:** Username cards Front Covers for folders Rules Internet Safety Websites Word processing Baselining pupils	**Can I use the basic office suite?** **Basic Office** **Tasks include:** Paint DTP/Publisher Firework/Halloween pictures Butterflies, own characters, CD covers BKSB assessments Santa Wish List Christmas Card Xmas copy and paste	**Can I animate?** **Using Pivot stick animator** **Tasks include:** Pivot Stick Animator	**Can I use a Computer effectively?** **General Computer Awareness** **Tasks include:** Dance mat typing exercises Main parts of the computer Functions of the mouse Keys on the Keyboard Naming and saving files Storage devices	**Can I code?** **Computer Coding Algorithms Scratch** **Tasks include:** Pancake task Purple Booklet	**Can I code?** **Computer Coding Algorithms Purple Mash** **Tasks include:** Purple mash Refer to coding section **Can I explain how I use ICT?** **In and out of school** **Tasks include:** Independent Word document with examples

Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…
Basic understanding of the office suite. Basic understanding of internet safety Demonstrate an understanding that information and media can be stored on a digital device. (IT) Are aware that some content maybe inappropriate. (C&N) Are aware that information can be private or public and OK to share. (C&N)	Basic understanding of the office suite. Basic understanding of internet safety Demonstrate an understanding that information and media can be stored on a digital device. (IT)	To introduce pupils to animation. Pupils to familiarise themselves with pivot stick animator. Demonstrate an understanding that information and media can be stored on a digital device. (IT)	Pupils to become more familiar with recognising keys on the keyboard at speed. Demonstrate an understanding that information and media can be stored on a digital device. (IT) Recognises that a range of input and output devices can be considered a computer. (H) Recognises (knowledge) and can use a range of input and output devices (skills). (H)	Pupils to develop confidence with computer coding using Scratch and Purple Mash. Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Understand that we control devices by giving them instructions. (A) Can list the steps of a known task in order. (A) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H)	Pupils to develop confidence with computer coding using Scratch and Purple Mash. Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Knows common uses of information technology beyond the classroom. (IT) Shares their use of technology in school. (IT) Know that they can use technology to control things around them. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Recognise that all software executed on digital devices is programmed. (H)

Knowledge and Skills

	Skills...	Skills...	Skills...	Skills...	Skills...	Skills...
Knowledge and Skills	Respond to onscreen cues to make something happen. (IT) Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT)	Respond to onscreen cues to make something happen. (IT) Create own simple digital content. (IT) Select basic options within a familiar application. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Obtains information from the world wide web using a web browser. (C&N) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT)	Respond to onscreen cues to make something happen. (IT) Create own simple digital content. (IT) Select basic options within a familiar application. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Give an instruction to control a digital device. (P&D) Control a digital device to do a specific task. (H)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Recognises (knowledge) and can use a range of input and output devices (skills). (H)	Respond to onscreen cues to make something happen. (IT) Create own simple digital content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Rearrange pictures into the correct order to form an algorithm. (A) Independently follow a short sequence of instructions to achieve a specific outcome. (A)	Respond to onscreen cues to make something happen. (IT) Create own simple digital content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT)

Year 8 – Please note that internet safety is integrated into the schemes of work at the appropriate points. Also pupils have specific sessions devoted to this, for example lessons during anti-bullying week etc, these lessons will take place each term.

Pupils will take part in Computer Science lessons to include coding using Purple Mash, Scratch and Primary Resources.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	**Can I work in PowerPoint?** **All about me** **Tasks include:** Prepare presentation to include using; slide sorter, slide transitions, animations. Present presentation	**Can I work in PowerPoint?** **All about me** **Tasks include:** Prepare presentation to include using; slide sorter, slide transitions, animations. Present presentation	**Can I work in Excel?** **Introduction to modelling, presenting information** **Tasks include:** Name 100 square Class registers Shopping list Harry is lost	**Can I code?** **Computer Coding Algorithms Debugging Control Technology** **Tasks include:** Pancake Pizza Fairy Cake tasks Bee Bots	**Can I code?** **Computer Coding Algorithms Debugging Scratch Purple Mash** **Tasks include:** Coding booklets **Can I explain how I use ICT?** **In and out of school** **Tasks include:** Independent Word document with examples	**Can I use DTP/Publisher/Paint?** **Various tasks based around Chocolate bars** **Tasks include:** Chocolate bar CD cover Logo design Poster Leaflet Smarties/Room design

Knowledge and Skills	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Recognise that digital content can be represented in many forms. (D) Distinguish between some of these forms and can explain the different ways that you can communicate information. (D) Recognise different types of data: text, number (D)	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Recognise that digital content can be represented in many forms. (D) Distinguish between some of these forms and can explain the different ways that you can communicate information. (D) Recognise different types of data: text, number (D)	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Recognise different types of data: text, number (D)	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understand that we control devices by giving them instructions. (A) Understand that computers need precise instructions. (A) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Know that they can use technology to control things around them. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Recognise that all software executed on digital devices is programmed. (H)	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understand that we control devices by giving them instructions. (A) Understand that computers need precise instructions. (A) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Know that they can use technology to control things around them. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Recognise that all software executed on digital devices is programmed. (H)	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT)

Knowledge and Skills	**Skills…**	**Skills…**	**Skills…**	**Skills…**	**Skills…**	**Skills…**
	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Collects, organises and presents data and information in digital content. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Collects, organises and presents data and information in digital content. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Collects, organises and presents data and information in digital content. (IT) Enter a variety of data onto computer (D)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Collects, organises and presents data and information in digital content. (IT) Rearrange pictures into the correct order to form an algorithm. (A) Independently follow a short sequence of instructions to achieve a specific outcome. (A) Can list the steps of a known task in order. (A) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors (A)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Collects, organises and presents data and information in digital content. (IT) Rearrange pictures into the correct order to form an algorithm. (A) Independently follow a short sequence of instructions to achieve a specific outcome. (A) Can list the steps of a known task in order. (A) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors (A) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Collects, organises and presents data and information in digital content. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N)

Year 9 – Please note that internet safety is integrated into the schemes of work at the appropriate points. Also pupils have specific sessions devoted to this, for example lessons during anti-bullying week etc, these lessons will take place each term.

Pupils will take part in Computer Science lessons to include coding using Purple Mash, Scratch and Primary Resources.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	**Can I use Word? Various tasks using Word Processing software.** **Tasks include:** Formatting fonts Rooms of the house Spell check Pumpkin Pancake Remembrance	**Can I use Word? Various tasks using Word Processing software.** **Tasks include:** Favourite desserts Poster templates Xmas day	**Can I use excel? Various data handling tasks.** (Data handling) **Tasks include:** Coloured cubes Favourite foods Favourite animals	**Can I use Outlook and the internet? Various tasks based around Planning a holiday** **Tasks include:** Emailing Researching days out Travel Accommodation Weather Shopping Google maps	**Can I use Outlook and the internet? Various tasks based around Planning a holiday Google maps** **Tasks include:** Emailing Researching days out Travel Accommodation Weather Shopping Google maps	**Can I share my experiences of technology in school and beyond the classroom?** **Tasks include:** Preparing and presenting PowerPoint Presentation

Knowledge and Skills						
	Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based on feedback received. (IT)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based on feedback received. (IT)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based on feedback received. (IT) Recognise different types of data: text, number (D) Distinguish between some of these forms and can explain the different ways that you can communicate information. (D) Recognises that data can be structured in tables to make it useful (D) Appreciates that programs can work with different types of data. (D) Understands the difference between data and information. (D)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Talks about their work and makes changes to improve it. (IT) Shows an awareness for the quality of digital content collected. (IT) Talks about their work and makes improvements based on feedback received. (IT) Are aware that some content maybe inappropriate. (C&N) Are aware that information can be private or public and OK to share. (C&N) Knows what to do when concerned about content or being contacted. (C&N) Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Demonstrates use of computers safely and responsibly (skill), knowing a range of ways to report unacceptable content and contact when online (knowledge). (C&N) Recognise that digital content can be represented in many forms. (D) Recognise different types of data: text, number (D)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Talks about their work and makes changes to improve it. (IT) Shows an awareness for the quality of digital content collected. (IT) Talks about their work and makes improvements based on feedback received. (IT) Are aware that some content maybe inappropriate. (C&N) Are aware that information can be private or public and OK to share. (C&N) Knows what to do when concerned about content or being contacted. (C&N) Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (C&N) Recognise that digital content can be represented in many forms. (D) Recognise different types of data: text, number (D)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Talks about their work and makes changes to improve it. (IT) Shares their experiences of technology in school (IT) Knows common uses of information technology beyond the classroom. (IT) Shares their experience of technology in school and beyond the classroom. (IT) Talks about their work and makes improvements based on feedback received. (IT)

Skills…	Skills…	Skills…	Skills…	Skills…	Skills…
Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Edit document content by altering text and labelling images. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Format documents for specific purposes eg borders, fonts etc. (IT) Collects, organises and presents data and information in digital content. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Edit document content by altering text and labelling images. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Format documents for specific purposes eg borders, fonts etc. (IT) Collects, organises and presents data and information in digital content. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Present information by combining media. (IT) Choose media from a selection for a given purpose. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Format documents for specific purposes eg borders, fonts etc. (IT) Collects, organises and presents data and information in digital content. (IT) Enter a variety of data onto computer (D)	Open emails and documents. (IT) Uses technology under the control of the teacher to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Reply to emails. (IT) Collects, organises and presents data and information in digital content. (IT) Creates digital content to achieve a given goal through combining software packages and internet services to communicate with wider audience. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N) Demonstrates use of computers safely and responsibly (skill), knowing a range of ways to report unacceptable content and contact when online (knowledge). (C&N) Uses filters or can perform single criteria searches for information (D)	Open emails and documents. (IT) Uses technology under the control of the teacher to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Reply to emails. (IT) Collects, organises and presents data and information in digital content. (IT) Creates digital content to achieve a given goal through combining software packages and internet services to communicate with wider audience. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N) Demonstrates use of computers safely and responsibly (skill), knowing a range of ways to report unacceptable content and contact when online (knowledge). (C&N) Uses filters or can perform single criteria searches for information (D)	Uses technology under the control of the teacher to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Obtains information from the world wide web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content (C&N) Creates digital content to achieve a given goal through combining software packages and internet services to communicate to a wider audience (IT)

Knowledge and Skills

Year 10 – Please note that internet safety is integrated into the schemes of work at the appropriate points. Also pupils have specific sessions devoted to this, for example lessons during anti-bullying week etc, these lessons will take place each term.

Pupils will take part in Computer Science lessons to include coding using Purple Mash, Scratch and Primary Resources as seen below.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.

Knowledge and Skills	Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…
	Talks about their work and makes changes to improve it. (IT)	Talks about their work and makes changes to improve it. (IT)	Talks about their work and makes changes to improve it. (IT)	Talks about their work and makes changes to improve it. (IT)	Talks about their work and makes changes to improve it. (IT)	Talks about their work and makes changes to improve it. (IT)
	Talks about their work and makes improvements based upon feedback received. (IT)	Talks about their work and makes improvements based upon feedback received. (IT)	Talks about their work and makes improvements based upon feedback received. (IT)	Talks about their work and makes improvements based upon feedback received. (IT)	Talks about their work and makes improvements based upon feedback received. (IT)	Talks about their work and makes improvements based upon feedback received. (IT)
	Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT)	Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT)	Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT)	Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT)	Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT)	Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT)
	Recognises the audience when designing and creating digital content. (IT)	Recognises the audience when designing and creating digital content. (IT)	Recognises the audience when designing and creating digital content. (IT)	Recognises the audience when designing and creating digital content. (IT)	Recognises the audience when designing and creating digital content. (IT)	Recognises the audience when designing and creating digital content. (IT)
	Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)

Knowledge and Skills	Skills…	Skills…	Skills…	Skills…	Skills…	Skills…
	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)
	E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)	E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)	E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)	E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)	E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)	E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)
	E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT)	E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT)	E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT)	E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT)	E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT)	E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT)

Knowledge and Skills	Skills…	Skills…	Skills…	Skills…	Skills…	Skills…
	L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT)	L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT)	L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT)	L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT)	L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT)	L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT)
	L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).

Year 11 – Please note that internet safety is integrated into the schemes of work at the appropriate points. Also pupils have specific sessions devoted to this, for example lessons during anti-bullying week etc, these lessons will take place each term.

Pupils will take part in Computer Science lessons to include coding using Purple Mash, Scratch and Primary Resources as seen below.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.	**Can I use a variety of software safely and respectfully to complete controlled tasks?** **Functional Skills Preparation.** **Tasks include:** Past paper practice at appropriate levels with self, peer and staff assessment and comprehensive feedback.

	Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…
Knowledge and Skills	Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based upon feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT) Recognises the audience when designing and creating digital content. (IT) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based upon feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT) Recognises the audience when designing and creating digital content. (IT) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based upon feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT) Recognises the audience when designing and creating digital content. (IT) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based upon feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT) Recognises the audience when designing and creating digital content. (IT) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based upon feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT) Recognises the audience when designing and creating digital content. (IT) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)	Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based upon feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of the solution. (IT) Recognises the audience when designing and creating digital content. (IT) Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solutions, and future solutions. (IT)

Knowledge and Skills	Skills…	Skills…	Skills…	Skills…	Skills…	Skills…	
	E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)

E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)

E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT) | E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)

E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)

E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT) | E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)

E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)

E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT) | E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)

E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)

E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT) | E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)

E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)

E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. | E1 – Work safely at a computer. (IT) Open emails and documents. (IT) Edit document content by altering text and labelling images. (IT)

E2 – Reply to emails (IT) Format documents for specific purposes eg. Borders fonts etc (IT)

E3 – Collects, organises and presents data and information in digital content. (IT) Use a memory stick (IT) Enter formula into spreadsheets, show formula and gridlines. (IT) Ensure document is accurate, meaningful and suitable for use. (IT) | |

Knowledge and Skills	**Skills…** L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT) L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	**Skills…** L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT) L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	**Skills…** L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT) L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	**Skills…** L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT) L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	**Skills…** L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT) L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).	**Skills…** L1 – Exam evidence - Successful formatting of currency, labelling axis, creating folders, sorting data. (IT) Theory based responses to include read only, virus software, passwords etc. (IT) L2 – Exam evidence - Setting up address, sending attachments, absolute cell referencing and look ups. (IT) Theory based responses to include spam, grooming, and identity theft. (IT).

Whole School: Computer Coding – Please note that pupils will work through these differentiated tasks as independently as possible to their appropriate level.

Scratch - Stage 1	Scratch - Stage 2	Scratch - Stage 3	2Code - Stage 1	2Code - Stage 2	2Code - Stage 3
Can I code? **Using Scratch** Scratch beginner **(Introduction to Scratch Purple Booklet)** **Tasks include:** Colour Dance Arrow Speak Smoothly Follow Sound Whirl Make Animate/move Button Add	**Can I code?** **Using Scratch** Scratch intermediate **(Creative Coding in Scratch Blue Booklet)** **Tasks include:** Graffiti Growing flowers Disappearing dragon Skating penguins River animals Underwater antics Space journey	**Can I code?** **Using Scratch** Scratch Advance **(Text books)** **(Code Club folders)** **Tasks include:** Cat and mouse Dancing sprites Build a band Boo Drawing Once upon a time Painting sprites Guess the number	**Can I code?** **Using 2Code** Purple Mash **2Code – Chimp** **Tasks include:** Fun with fish Bubbles Air traffic control Snail race Vehicles Turtle Haunted scene Guard the castle Princess and the frog Sounds Tick tock challenge Magician Jumping monkey Super heroes Sparklers Rockets Night and day Newton Printing to the screen Free code scenes Free code	**Can I code?** **Using 2Code** Purple Mash **2Code – Gibbon** **Tasks include:** Shapes Random words and wizards Traffic lights Vehicles 2 Guard the castle 2 Genie Switching backgrounds Night and day Catherine wheel Functions Rock, paper scissors Splatty bug Metric conversions Free code Gibbon	**Can I code?** **Using 2Code** Purple Mash **2Code – Gorilla** **Tasks include:** Send the rocket to space Catching game 2Go Turtle crossing road Feed the duck Helicopter swipe game Dancer Driving game Football game Times tables Free code Gorilla

Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…	Knowledge…
Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT)

Understand that we control devices by giving them instructions. (A)

Appreciate that changing instructions can change outcomes. (P&D)

Know that they can use technology to control things around them. (H) | Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT)

Understand that we control devices by giving them instructions. (A) Understand what an algorithm is and express simple linear algorithms symbolically. (A)

Appreciate that changing instructions can change outcomes. (P&D)

Know that they can use technology to control things around them. (H) | Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based on feedback received. (IT)

Understand what an algorithm is and express simple linear algorithms symbolically. (A) Understand that computers need precise instructions. (A) Understand that algorithms are implemented on digital devices as programs. (A)

Appreciate that changing instructions can change outcomes. (P&D) Understands that programs execute by following precise instructions. (P&D)

Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Recognise that all software executed on digital devices is programmed. (H) | Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT)

Understand what an algorithm is and express simple linear algorithms symbolically. (A)

Appreciate that changing instructions can change outcomes. (P&D)

Recognise that all software executed on digital devices is programmed. (H) | Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based on feedback received. (IT)

Understand what an algorithm is and express simple linear algorithms symbolically. (A) Understand that computers need precise instructions. (A)

Appreciate that changing instructions can change outcomes. (P&D) Understands that programs execute by following precise instructions. (P&D)

Recognise that all software executed on digital devices is programmed. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) | Understands that people interact with computers. (IT) Talks about their work and makes changes to improve it. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Talks about their work and makes improvements based on feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of a solution. (IT)

Understand what an algorithm is and express simple linear algorithms symbolically. (A) Understand that computers need precise instructions. (A) Understand that algorithms are implemented on digital devices as programs. (A)

Appreciate that changing instructions can change outcomes. (P&D) Understands that programs execute by following precise instructions. (P&D) Knows that users can develop their own programs and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. (P&D)

Recognise that all software executed on digital devices is programmed. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) |

Skills…	Skills…	Skills…	Skills…	Skills…	Skills…
Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Collects, organises and presents data and information in digital content. (IT) Recognises the audience when designing and creating digital content (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Collects, organises and presents data and information in digital content. (IT) Recognises the audience when designing and creating digital content (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Collects, organises and presents data and information in digital content. (IT) Recognises the audience when designing and creating digital content (IT)

Skills…	Skills…	Skills…	Skills…	Skills…	Skills…
Give an instruction to control a digital device. (P&D) Follow simple instructions to control digital devices. (P&D) Independently follow a short sequence of instructions to achieve a specific outcome. (A) Demonstrate care and precision to avoid errors. (A) Control a digital device to do a specific task. (H)	Give an instruction to control a digital device. P&D) Follow simple instructions to control digital devices. (P&D) Recognise a problem and attempt to solve it. (P&D) Uses arithmetic operators, if statements, and loops, within programs. (P&D) Uses logical reasoning to predict the behaviour of programs. (P&D) Independently follow a short sequence of instructions to achieve a specific outcome. (A) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors. (A) Designs simple algorithms using loops, and selection ie. If statements. (A) Control a digital device to do a specific task. (H)	Give an instruction to control a digital device. (P&D) Recognise a problem and attempt to solve it. (P&D) Executes, checks and changes programs. (P&D) Uses arithmetic operators, if statements, and loops, within programs. (P&D) Uses logical reasoning to predict the behaviour of programs. (P&D) Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D) Implements algorithms to achieve given goals. (P&D) Declares and assigns variables. (P&D) Uses post-tested loop eg. 'until' and a sequence of selection statements in program, including an if, then and else statement. (P&D) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors. (A) Designs simple algorithms using loops, and selection ie. If statements. (A) Control a digital device to do a specific task. (H)	Give an instruction to control a digital device. (P&D) Change instructions to achieve a different outcome. (P&D) Follow simple instructions to control digital devices. (P&D) Recognise a problem and attempt to solve it. (P&D) Uses arithmetic operators, if statements, and loops, within programs. (P&D) Uses logical reasoning to predict the behaviour of programs. (P&D) Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors. (A) Control a digital device to do a specific task. (H)	Give an instruction to control a digital device. (P&D) Change instructions to achieve a different outcome. (P&D) Recognise a problem and attempt to solve it. (P&D) Executes, checks and changes programs. (P&D) Uses arithmetic operators, if statements, and loops, within programs. (P&D) Uses logical reasoning to predict the behaviour of programs. (P&D) Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors. (A) Designs simple algorithms using loops, and selection ie. If statements. (A) Control a digital device to do a specific task. (H)	Give an instruction to control a digital device. (P&D) Change instructions to achieve a different outcome. (P&D) Recognise a problem and attempt to solve it. (P&D) Executes, checks and changes programs. (P&D) Uses arithmetic operators, if statements, and loops, within programs. (P&D) Uses logical reasoning to predict the behaviour of programs. (P&D) Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D) Implements algorithms to achieve given goals. (P&D) Declares and assigns variables. (P&D) Uses post-tested loop eg. 'until' and a sequence of selection statements in program, including an if, then and else statement. (P&D) Create a short sequence of instructions to control a digital device. (A) Demonstrate care and precision to avoid errors. (A) Designs simple algorithms using loops, and selection ie. If statements. (A) Control a digital device to do a specific task. (H)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Can I code? Hour of Code	**Can I code? Minecraft**	**Can I code? Spor Creator**	**Can I code? Kodu Game lab/ BBC microbit**	**Can I code? Code Bugs**	**Can I code? Raspberry Pi/ BBC microbit**

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Knowledge… Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Understand that we control devices by giving them instructions. (A) Appreciate that changing instructions can change outcomes. (P&D) Know that they can use technology to control things around them. (H)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Understand that we control devices by giving them instructions. (A) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Appreciate that changing instructions can change outcomes. (P&D) Know that they can use technology to control things around them. (H)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Understand that we control devices by giving them instructions. (A) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Appreciate that changing instructions can change outcomes. (P&D) Know that they can use technology to control things around them. (H)	**Knowledge…** Demonstrate an understanding that information and media can be stored on a digital device. (IT) Understands that people interact with computers. (IT) Talks about their work and makes changes to improve it. (IT) Talks about their work and makes improvements based on feedback received. (IT) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Understand that computers need precise instructions. (A) Understand that algorithms are implemented on digital devices as programs. (A) Appreciate that changing instructions can change outcomes. (P&D) Understands that programs execute by following precise instructions. (P&D) Know that they can use technology to control things around them. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Recognise that all software executed on digital devices is programmed. (H) Knows that computers collect data from various input devices, including sensors and application software. (H)	**Knowledge…** Understands that people interact with computers. (IT) Talks about their work and makes changes to improve it. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Talks about their work and makes improvements based on feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of a solution. (IT) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Understand that computers need precise instructions. (A) Understand that algorithms are implemented on digital devices as programs. (A) Understands that programs execute by following precise instructions. (P&D) Knows that users can develop their own programs and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. (P&D) Recognise that all software executed on digital devices is programmed. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Knows that computers collect data from various input devices, including sensors and application software. (H)	**Knowledge…** Understands that people interact with computers. (IT) Talks about their work and makes changes to improve it. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Talks about their work and makes improvements based on feedback received. (IT) Makes appropriate improvements to solutions based on feedback received and can comment on the success of a solution. (IT) Understand what an algorithm is and express simple linear algorithms symbolically. (A) Understand that computers need precise instructions. (A) Understand that algorithms are implemented on digital devices as programs. (A) Understands that programs execute by following precise instructions. (P&D) Knows that users can develop their own programs and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. (P&D) Recognise that all software executed on digital devices is programmed. (H) Understand that computers have no intelligence and that computers can do nothing unless a program is executed. (H) Knows that computers collect data from various input devices, including sensors and application software. (H)

Skills…	Skills…	Skills…	Skills…	Skills…	Skills…
Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Collects, organises and presents data and information in digital content. (IT) Recognises the audience when designing and creating digital content (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Collects, organises and presents data and information in digital content. (IT) Recognises the audience when designing and creating digital content (IT)	Respond to onscreen cues to make something happen. (IT) Select basic options within a familiar application. (IT) Create own simple digital content. (IT) Use technology to explore and access content. (IT) Uses software under the control of the teacher to create, store and edit digital content using appropriate file names. (IT) Uses technology with increasing independence to purposefully organise digital content. (IT) Uses a variety of software to manipulate and present digital content, data and information. (IT) Collects, organises and presents data and information in digital content. (IT) Recognises the audience when designing and creating digital content (IT)

Skills...	Skills...	Skills...	Skills...	Skills...	Skills...
Give an instruction to control a digital device. (P&D)	Give an instruction to control a digital device. P&D)	Give an instruction to control a digital device. (P&D)	Give an instruction to control a digital device. (P&D)	Give an instruction to control a digital device. (P&D)	Give an instruction to control a digital device. (P&D)
Follow simple instructions to control digital devices. (P&D)	Follow simple instructions to control digital devices. (P&D)	Recognise a problem and attempt to solve it. (P&D)	Change instructions to achieve a different outcome. (P&D)	Change instructions to achieve a different outcome. (P&D)	Change instructions to achieve a different outcome. (P&D)
	Recognise a problem and attempt to solve it. (P&D)	Executes, checks and changes programs. (P&D)	Follow simple instructions to control digital devices. (P&D)	Recognise a problem and attempt to solve it. (P&D)	Recognise a problem and attempt to solve it. (P&D)
Independently follow a short sequence of instructions to achieve a specific outcome. (A)	Uses arithmetic operators, if statements, and loops, within programs. (P&D)	Uses arithmetic operators, if statements, and loops, within programs. (P&D)	Recognise a problem and attempt to solve it. (P&D)	Executes, checks and changes programs. (P&D)	Executes, checks and changes programs. (P&D)
Demonstrate care and precision to avoid errors. (A)	Uses logical reasoning to predict the behaviour of programs. (P&D)	Uses logical reasoning to predict the behaviour of programs. (P&D)	Uses arithmetic operators, if statements, and loops, within programs. (P&D)	Uses arithmetic operators, if statements, and loops, within programs. (P&D)	Uses arithmetic operators, if statements, and loops, within programs. (P&D)
Control a digital device to do a specific task. (H)		Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D)	Uses logical reasoning to predict the behaviour of programs. (P&D)	Uses logical reasoning to predict the behaviour of programs. (P&D)	Uses logical reasoning to predict the behaviour of programs. (P&D)
	Independently follow a short sequence of instructions to achieve a specific outcome. (A)	Implements algorithms to achieve given goals. (P&D)	Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D)	Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D)	Detects and corrects simple semantic errors ie. Debugging, in programs. (P&D)
	Create a short sequence of instructions to control a digital device. (A)	Declares and assigns variables. (P&D)			Implements algorithms to achieve given goals. (P&D)
	Demonstrate care and precision to avoid errors. (A)	Uses post-tested loop eg. 'until' and a sequence of selection statements in program, including an if, then and else statement. (P&D)			Declares and assigns variables. (P&D)
	Designs simple algorithms using loops, and selection ie. If statements. (A)				Uses post-tested loop eg. 'until' and a sequence of selection statements in program, including an if, then and else statement. (P&D)
	Control a digital device to do a specific task. (H)	Create a short sequence of instructions to control a digital device. (A)	Create a short sequence of instructions to control a digital device. (A)	Create a short sequence of instructions to control a digital device. (A)	
		Demonstrate care and precision to avoid errors. (A)	Demonstrate care and precision to avoid errors. (A)	Demonstrate care and precision to avoid errors. (A)	Create a short sequence of instructions to control a digital device. (A)
		Designs simple algorithms using loops, and selection ie. If statements. (A)		Designs simple algorithms using loops, and selection ie. If statements. (A)	Demonstrate care and precision to avoid errors. (A)
			Control a digital device to do a specific task. (H)		Designs simple algorithms using loops, and selection ie. If statements. (A)
		Control a digital device to do a specific task. (H)		Control a digital device to do a specific task. (H)	Control a digital device to do a specific task. (H)

Whole School: Internet Safety - Throughout their time at the Priory school pupils work through a number of online safety activities to include activities to include Active Bytes (an updated Online safety scheme of work), Googles 'Be Internet Legends' and a variety of other tasks. These are constantly being reviewed and updated and suitable tasks are continually being developed where appropriate. The New framework for online safety 'Education for a Connected World.' The use of the Priory School's online buddies is also being developed and there is also reference during the academic year to certain events such as Internet safer day (using resources from theme).

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Can I stay safe online? **SMART rules poster**	**Can I stay safe online?** **Personal Information**	**Can I stay safe online?** **Personal profiles**	**Can I stay safe online?** **Top tips video Posters**	**Can I stay safe online?** **Digital Footprint Passwords**	**Can I stay safe online?** **Creating movies & Scratch projects**
Knowledge… Are aware that some content maybe inappropriate. (C&N) Are aware that information can be private or public and OK to share. (C&N) Knows what to do when concerned about content or being contacted. (C&N)	Knowledge… Are aware that information can be private or public and OK to share. (C&N) Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Knows what to do when concerned about content or being contacted. (C&N)	Knowledge… Are aware that information can be private or public and OK to share. (C&N) Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Knows what to do when concerned about content or being contacted. (C&N)	Knowledge… Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Knows what to do when concerned about content or being contacted. (C&N) Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (C&N)	Knowledge… Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Knows what to do when concerned about content or being contacted. (C&N) Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (C&N) Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (C&N)	Knowledge… Understands the importance of communicating safely and respectively online and the need for keeping personal information private. (C&N) Knows what to do when concerned about content or being contacted. (C&N) Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. (C&N) Recognises what is acceptable and unacceptable behaviour when using technologies and online services. (C&N) Demonstrates responsible use of technologies and online services (skill), and knows a range of ways to report concerns (knowledge). (C&N) Understands the difference between the internet and internet service eg. World Wide Web. (C&N)

Skills... Obtains content from the World Wide Web using a web browser. (C&N)	**Skills...** Obtains content from the World Wide Web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content. (C&N)	**Skills...** Obtains content from the World Wide Web using a web browser. (C&N) Navigates the web and can carry out simple web searches to collect digital content. (C&N)	**Skills...** Creates digital content to achieve a given goal through combining software packages and internet services to communicate to a wider audience (IT) Navigates the web and can carry out simple web searches to collect digital content. (C&N)	**Skills...** Demonstrates responsible use of technologies and online services (skill), and knows a range of ways to report concerns (knowledge). (C&N)	**Skills...** Demonstrates responsible use of technologies and online services (skill), and knows a range of ways to report concerns (knowledge). (C&N)