	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drivers	Environment Creativity Communication Well-being Wider Community Opportunities	Environment Creativity Communication Well-being Wider Community Opportunities	Environment Creativity Communication Well-being Wider Community Opportunities	Environment Creativity Communication Well-being Wider Community Opportunities	Environment Creativity Communication Well-being Wider Community Opportunities	Environment Creativity Communication Well-being Wider Community Opportunities
National Curriculum	**Unit 6.2 – Online Safety** • **Computer Science** – Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • **Information Technology** – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • **Digital Literacy** – Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Unit 6.1 - Coding** • **Computer Science** – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • **Computer Science** – Use sequence, selection and repetition in programs; work with variables and various forms of input and output • **Computer Science** – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • **Information Technology** – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Unit 6.9 – Spreadsheets (with Microsoft Excel)** • **Computer Science** – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • **Computer Science** – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • **Information Technology** – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	**Unit 6.4 - Blogging** • **Computer Science** – Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • **Information Technology** – Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • **Digital Literacy** – Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	**Unit 6.6 - Networks** • **Computer Science** – Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration	**Additional Online Safety – Preparation for Secondary School (Social Media)** • **Computer Science** – Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration • **Information Technology** – Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • **Digital Literacy** - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Skills					
Computer Science • I can turn a complex programming task into an algorithm. • I can identify the important aspects of a programming task (abstraction). • I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. • I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. • I can identify a specific line of code that is causing a problem in my program and attempt a fix. • I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. • I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object. • I can interpret (understand) a program in parts and can make logical attempts to put the separate parts together in an algorithm to explain the program as a whole. • I can explain the difference between the internet and the World Wide Web. • I can explain what a WAN and LAN is and describe the process of how access to the internet in school is possible. **Information Technology** • I can use filters when searching for digital content. • I can explain in detail how accurate and reliable a webpage and its content is. • I can compare a range of digital content sources and rate them in terms of content quality and accuracy. • I can consider the intended audience carefully when I design and make digital content. • I can design and create my own online blogs. • I can use criteria to evaluate the quality of my own and others digital solutions, suggesting refinements. **Digital Literacy** • I can demonstrate safe and respectful use of a range of different technologies and online services. • I can identify more discrete inappropriate behaviours online. For example, someone who may be trying to groom me or someone else. • I can use critical thinking to help me stay safe online. • I know the value of protecting my privacy and others online.	**Computer Science** • I can turn a complex programming task into an algorithm. • I can identify the important aspects of a programming task (abstraction). • I can decompose important aspects of a programming task in a logical way, identifying appropriate coding structures that would work. • I can test and debug my program as I work on it and use logical methods to identify a cause of a bug. • I can identify a specific line of code that is causing a problem in my program and attempt a fix. • I can translate algorithms that include sequence, selection and repetition into code and nest these structures within each other. • I can use inputs and outputs within my coded programs such as sound, movement and buttons and represent the state of an object. • I can interpret (understand) a program in parts and 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Cross-Curricular •	•	• Internet Safety Week	•	•	•

Enrichment Trips/Visitors	•	•	•	•	•	•