	AUTUMN 1 2026-27	AUTUMN 2 2026-27	SPRING 1 2026-27	SPRING 2 2026-27	SUMMER 1 2026 - 27		
EYFS	Online safety - many of the key online safety messages will be conveyed through guided use, continuous provision and adult modelling Also, alongside and with the involvement of parents and carers at home. Internet safety activities from TEN TEN: Summer 1 - What is the internet? - M2, S1 and Playing Online M2, S2. Teach in Nursery and REPEAT in Reception (different chn are in these two classes and the repetition will help embed the learning). I Integral to this learning is understanding how to use the internet safely, in age-appropropriate ways for children in Early Years (see EYFS Internet Safety). In EYFS, children complete activities to learn and use computational thinking, from Barefoot Computing - https://www.barefootcomputing.org/earlyyears. Continuous provision includes common uses of technology for children to explore through play. Children explore the technology they encounter at home and school (eg role play toys, photocopiers, iPads etc) **FOR MORE DETAILS, PLEASE VISIT THE EARLY YEARS CURRICULUM MAPS ON THE WEBSITE HERE**						
INTERNET SAFETY Years 1 to 6	Internet safety will be taught from "Be Internet Legends" at the start of each term, with the skills detailed in each year group The exact breakdown of the content - ie how many sessions, activities to be completed, etc - is down to the teacher according to the topics and time demands of that term's Computing topics. Record according on the activity: individual card folders, digital class "floor books", on Google Classroom (share with KG). TEN TEN - LIFE TO THE FULL PLUS has internet safety teaching in spring/summer according to the year. These are referenced in the correct place below.						
Spring term	Tuesday 10th February 2026- There will be an assembly and follow-up activity in class. https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026						
YEAR 1 [1]	FOUNDATIONS [2]	APPLICATIONS [3]	APPLICATIONS [4]	FOUNDATIONS [5]	IMPLICATIONS [6]		
	Internet safety, taught at the start of every term, so the message is reinforced.	In Year 1, pupils learn about some of the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. They learn the SMART rules and look at what information should be kept safe when using the Internet. They explore the positives and potential negatives of online communication and begin to develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe. Recall some of the SMART rules for Internet safety. Know who to tell if someone online asks for personal information. Makes links between the online and offline worlds. Follow The Be Internet Legends curriculum.					
					Units can be taught in different order for cross-curricular purposes or other reasons.		
	AUTUMN 2 WE ARE CODERS - algorithms, sequencing Using programmable toys	AUTUMN 1 WE ARE TECHNOLOGY USERS Understanding and using computer technology	SUMMER TERM WE ARE WRITERS - Typing and changing text - create, save and retrieve digital content	SPRING TERM WE ARE PAINTERS - Creating digital artwo	WE ARE PRESENTERS Filming a sequence - sequencing, decomposition		
	Knowledge / **Skills**	**Knowledge** / **Skills**	**Knowledge** / **Skills**	**Creating** / **Skills**	**Knowledge** / **Skills**		
	In this unit, pupils understand algorithms as a simple set of instructions, and learn that algorithms can be used to give instructions to a digital device. They have practical experience of giving simple instructions to control a digital device to solve a problem. If things do not go as expected they are taught to use a 'trial and error' approach to fix problems. Pupils will also begin to develop logical reasoning through making simple predictions. Use directional language to navigate a person or object. Develop and record sequences of instructions as an algorithm. Program a toy to follow an algorithm. Try a different solution when something doesn't happen as expected. Make verbal predictions about what will, or has, happened.	Learners' understanding of technology is developed and they learn how it can help them. They become more familiar with the different components of a computer by developing keyboard and mouse skills, and also start to consider how to use technology responsibly. **Summative assessment** Name the main parts of a computer to switch their device on to log in to their device to open an application as directed to type my name on a computer to create simple digital content to operate a pointing device (or equivalent) to control features of software to create and save new files within a personal network location.	manipulate text. Pupils will become familiar with using a keyboard and mouse to enter and remove text. They will consider how to change the look of their text, and will be able to justify their reasoning for making these changes. This unit develops pupils' skills in creating and editing digital content with a word processor. They will improve typing accuracy, learn to navigate keys efficiently and refine design choices for clarity and impact. Alongside the previous unit, this builds essential computer skills that help pupils access, record, and present their learning Exploring the keyboard Adding and removing text Make changes to text Exploring the toolbar Choosing formatting tools Comparing digital writing to using a pencil	In this unit, pupils develop their understanding of how to manipulate digital devices by using painting tools. They practise by creating digital paintings, gaining inspiration from the work of artists whilst reflecting on their preferences when painting with and without the use of digital devices. This unit introduces pupils to using digital tools for the first time. It builds their confidence and foundational skills in operating digital devices. Before starting, pupils should already know how to turn on and log in to their device. Throughout the unit, they will Painting using computers Using lines and shapes to create digital pictu Creating digital pictures in the style of an artist . Choosing the right digital painting tool Using the paintbrush tool to create digital pictures Comparing computer art and painting	In this unit, pupils produce short videos of themselves completing an activity from an area of learning (eg making fruit kebabs, or a rocket). They also decompose a complex problem into smaller parts – an important idea from computer science. The outcome, for assessment, will be the videos. Break down a process into simple, clear steps, as in an algorithm. Use a video camera to capture moving images. Create simple digital content using video. Develop basic collaboration skills.		
CURRICULUM - LINK: PSHE	CURRICULUM LINK: MATHS (Geometry - position and direction). This programming unit must be taught in autumn 1.	CURRICULUM -LINK: English (Writing skills)	CURRICULUM LINK: English (Writing skills)	CURRICULUM LINK: Art; Area researched (eg old toys, weather, seasons).	CURRICULUM LINK: D&T (eg fruit kebabs, rocket)		
YEAR 2 [7]	FOUNDATIONS [8]	APPLICATIONS [9]	APPLICATIONS [10]	FOUNDATIONS [11]	APPLICATIONS [12]		
	WE ARE INTERNET USERS Internet safety, taught at the start of every term, so the message is reinforced:	In Year 2, pupils learn about how what they do online leaves a trail called a digital footprint. They look at how to improve the efficiency of their online searches, the types of websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means. Skills: know that a digital footprint contains information about a person; begin to identify possible dangers online; know what to do if a website makes them uncomfortable, identify unkind online behaviour and know what to do if someone is being unkind to them.					
	TEN TEN Internet Safety Teaching -	Units can be taught in different order for cross-curricular purposes or other reasons.					
	AUTUMN TERM WE ARE CODERS Creating on-screen programs - sequencing, algorithms, de-bugging	SUMMER WE ARE DATA COLLECTORS Organise and classify information	**SPRING 1:** TECHNOLOGY AROUND US Common uses of IT in school and beyond		SPRING 2 WE ARE RESEARCHERS Researching and presenting a topic		
	Knowledge / **Skills**	**Knowledge** / **Skills**	**Knowledge** / **Skills**	**Knowledge** / **Skills**	**Knowledge** / **Skills**		
	In this unit, pupils learn how algorithms are implemented as programs on-screen, and make links with their previous experience of programming floor robots. (J2 Code-JIT). They create their own simple on-screen algorithms using a sequence of commands in a turtle program. They build on their logical reasoning skills by making predictions and testing their code for expected outcomes. When outcomes are not as expected they make changes to their algorithms to try and correct them. Programming to create sequences Begin to plan algorithms by first recording them verbally, on paper or digitally. Outcomes of sequences: Convert simple algorithms to screen-based programs. Programming multiple sprites and backgrounds Predict what a simple program will do. Evaluating and improving a program Spot and debug errors in programs.	In this unit pupils will explore what the term data means and how data can be collected. They will explore how attributes can be used to organise data and how data can be presented in the form of pictograms and block diagrams. Pupils will use the data presented to answer questions. Pupils collect, summarise and present data, pupils now develop their skills in organising and classifying information. They refine their ability to identify attributes, ask precise yes/no questions and sort objects, strengthening logical thinking and decision-making. This progression builds the foundation for analysing, Counting and comparing data Entering data Creating pictograms Attributes in data Comparing data Presenting information clearly .	In this unit pupils develop their understanding of what information technology is and will begin to identify examples. Pupils will discuss where they have seen IT in school and beyond. They will investigate how IT improves our world whilst also recognising the importance of using IT responsibly. Introduction to information technology Information technology in school Information technology in the world Benefits of information technology Using information technology safely Making choices when using information technology		In this unit, pupils research a topic, safely, effectively and efficiently. They share their findings with others through a short multimedia presentation using Google Slides Research a subject on a recommended website. Make notes relating to subject being researched Learn to insert a text box, image and shapes. Learn to proofread slide presentation, edit text, images and shapes. Make simple edits to correct and improve work. Combine text and graphics on slides.		
	CURRICULUM -LINK: Maths	CURRICULUM -LINK: MATHS	CURRICULUM LINK - PSHE	CURRICULUM LINK - Maths, D&T	CROSS-CURRICULAR LINK with another Year 2 topic. May be taught at another point in the year.		

	AUTUMN 1 2026-27		AUTUMN 2 2026-27		SPRING 1 2026-27		SPRING 2 2026-27		SUMMER 1 2026 - 27			
YEAR 3	WE ARE INTERNET USERS Internet safety, taught at the start of every term, so the message is reinforced:		n Year 3, pupils begin to develop their knowledge of what it means to have an online reputation. They learn about the reliability and truth of information online and look at some ways to protect themselves and their reputation. They also learn about ways in which they can be kind to others online. Follow The Be Internet Legends curriculum.									
	TEN TEN Internet Safety Teaching -	Units can be taught in different order for cross-curricular purposes or other reasons.			Spring 1- M2 U2 S1 - Family & Others; M2 U3 S1 - Sharing Online, S2 - Chatting online & Shorts. (3 sessions altogether)							

	Computer Networks		Stop-Frame Animation		Programming Sequence Using Sound		Organising Data Using Databases		Desktop Publishing		Events and Actions in Programs	
	Knowledge	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**
	In this unit pupils will explore digital devices, with an initial focus on inputs, processes, and outputs. Pupils will be introduced to computer networks, including devices that make up a network infrastructure and the benefits of connecting devices in a network.	I can describe how digital devices work.	In this unit pupils will explore a range of techniques to create a stop-frame animation. They will have the opportunity to apply their skills by creating a story-based animation. Pupils will extend their animations by adding other types of media to their animation, such as music and text.	I can explain that animation is a sequence of pictures.	This unit explores the concept of sequencing in programming. Pupils will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. Pupils will make a representation of a piano where they will explore sequence through sound.	I can use sprites in Scratch and customise them.	This unit develops pupils' knowledge of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Pupils will create an identification tool using a branching database.	I can create questions that have yes/no answers.	In this unit pupils will explore how text and images can be used to communicate messages. They will use desktop publishing software to make careful choices of font size, colour, and style to improve documents. They explore a range of page layouts using templates and placeholders as design tools.	I can recognise the advantages and disadvantages of how text and images are used to communicate messages.	In this unit, pupils explore the links between events and actions. Pupils begin by moving a sprite in four directions (up, down, left, and right) and then explore movement within the context of a maze. This unit also introduces programming extensions, through the use of Pen blocks.	I can explain how a sprite moves in a programming project.
		I can design a digital device.		I can relate animated movement to a sequence of pictures.		I can identify that commands have an outcome.		I can identify the attributes needed to collect data about an object.		I can change the font of text to make it suitable for its use in desktop publishing.		I can create a program to move a sprite in four directions.
		I can explain how digital devices can be used for different activities.		I can plan an animation using a storyboard.		I can explain that programs run sequences, which can be triggered by an event.		I can create a branching database.		I can plan the layout of a document by choosing a suitable template.		I can adapt a program to a new context.
		I can explain how a computer network can be used to share information.		I can identify the need to work consistently and carefully.		I can recognise that the order of commands in a program can affect the output.		I can explain why it is helpful for a database to be well structured.		I can copy content into a template.		I can develop my program by adding features.
		I can explain how digital devices can be connected.		I can review and improve an animation.		I can design a program that will combine different types of code block to control multiple sprites.		I can plan the structure of a branching database.		I can plan, create and use a template for a specific purpose.		I can fix the bugs that I find in a program.
		I can identify the physical components of a network.		I can evaluate the effect of adding other media to an animation.		I can implement an algorithm as code to create a project from a design.		I can independently create an identification tool.		I can edit and improve a document based on feedback I receive.		I can create and evaluate a maze-based game.
			CURRICULUM -LINK: MATHS, PSHE, Other area of learning used						CURRICULUM -LINK: PE			

YEAR 4	WE ARE INTERNET USERS Internet safety, taught at the start of every term, so the message is reinforced:		In Year 4, pupils continue to develop their knowledge of what it means to have an online reputation. They learn about the reliability and truth of information online and look at some ways to protect themselves and their reputation. They also learn about ways in which they can be kind to others online. Follow The Be Internet Legends curriculum.									
	TEN TEN Internet Safety Teaching -	**Units may be taught in a different order based on availability of data loggers and making cross-curricular links**					Spring 2- M1 U2 S2 - What Am I Looking At?					

	The Internet		Data Logging		Audio Production		Repetition in Programs		Photo Editing		Using Repetition in Programming to Create a Game	
	Knowledge	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**
	In this unit pupils will recognise the internet as a network of networks. They will learn that the World Wide Web is part of the internet. They will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	I can explain how networks are connected together and why it is important they are protected.	In this unit, pupils will consider how and why data is collected. They will explore how sensors monitor the environment. Pupils will collect data as well as access data captured over long periods. They will look at data points, data sets, logging intervals and use a computer to analyse data.	I can explain that data gathered over time can be used to answer questions.	In this unit pupils will discover the input and output devices required to work with sound digitally. They will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. Pupils will develop skills in editing and tack manipulation by creating a podcast.	I can name devices used to listen to and play audio, and create my own audio recording using key features.	In this unit pupils will create text-based programs which use repetition. They will plan, modify, and test commands to create shapes and patterns. They will explore the different types of loops that can be used to create commands in a programme.	I can type programming commands accurately.	In this unit pupils will develop their understanding of how digital images can be changed and edited, and how they can be saved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	I can use a range of tools to change a digital image and its composition.	In this unit, pupils will explore the concept of repetition in programming in the Scratch environment. Pupils will look at the difference between count-controlled and infinite loops. They will use their knowledge to modify, design and create games and animations that involve repetition.	I can use count-controlled loops.
		I can describe how information is sent between networked devices.		I can use a digital device to collect data.		I can edit and combine tracks to make new audio.		I can create a program in a text-based language.		I can explain the impact of changing the colours in a digital image.		I can tell the difference between count-controlled loops and infinite loops.
		I can outline how websites or the World Wide Web are shared via the internet.		I can explain that a data logger collects data points from sensors over time.		I can recognise the features of a podcast and plan my own.		I can describe repetition.		I can explain how cloning can be used to change digital images.		I can develop a design that includes two or more loops.
		I can explain how content is made available on the World Wide Web.		I can recognise how a computer can help use to analyse data.		I can record the voice parts of a podcast based on a plan.		I can modify a count-controlled loop to produce a given outcome.		I can describe how images can be combined.		I can modify an infinite loops in a given program.
		I can recognise that the World Wide Web is made up of content created and owned by many people.		I can identify the data needed to answer questions.		I can export a completed podcast for listening on other digital devices.		I can decompose a task into small steps.		I can create a new image using parts of other images.		I can design a project that includes repetition.
		I can evaluate the reliability of content on the web.		I can use data from sensors to answer questions.				I can create a program, using count-controlled loops, to produce a given outcome.		I can evaluate how changes can improve an image.		I can create a project that includes repetition.
CURRICULUM -LINK: RSE, PSHE	CURRICULUM -LINK:		CURRICULUM -LINK: SCIENCE		CURRICULUM -LINK: MUSIC		CURRICULUM -LINK: DESIGN & TECHNOLOGY		CURRICULUM -LINK: other subject used			

YEAR 5	WE ARE INTERNET USERS Internet safety, taught at the start of every term, so the message is reinforced		In Year 5, pupils begin to develop their understanding of what it means to have a positive digital footprint and why this is important. They learn to discern the purpose and reliability of online content and are taught ways to develop safe habits online, including the importance of protecting personal information. Pupils also learn how to respect online privacy boundaries for themselves and others and further ways to seek or ask for help if they or others feel unsafe online. Chn explain what it means to have a positive digital footprint and why this is important. They describe ways to critically evaluate what we see on social media as well as identifying different types of online scams their peers may experience. They explain the importance of keeping personal information private online and describe how to find and ask for help when feeling unsafe online. Follow The Be Internet Legends curriculum.									
	TEN TEN Internet Safety Teaching -	Units can be taught in different order for cross-curricular purposes or other reasons.			Spring 1- M2 U3 S1- Sharing Isn't Always Caring; M2 U4 S1 - Cyberbullying AND Classroom Shorts							

		Introduction to vector graphics		Exploring selection in physical computing		Introduction to Computer Systems		Flat-file Databases		Video Production		Using Selection in Programming to Develop a Quiz	
Knowledge	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**

		AUTUMN 1 2026-27		AUTUMN 2 2026-27		SPRING 1 2026-27		SPRING 2 2026-27		SUMMER 1 2026 - 27			
	.	In this unit pupils discover how to use drawing tools to create vector images. They will recognise that images in vector drawings are created using shapes and lines and individual elements are called objects. Pupils use layering, grouping and duplication to create more complex images.	I can recognise vector drawings and use shape and line tools.	In this unit pupils will use physical computing to explore the concept of selection. Pupils will use conditions to control the flow of a program. They will make use of their knowledge of repetition when introduced to the concept of selection and write programs that utilize this concept.	I can control a simple circuit connected to a computer.	In this unit pupils will explore computer systems and how information is transferred between devices. They will explore the input, output and processes of a variety of different real-world systems. Pupils will discover how information is found on the WWW through learning how search engines work.	I can describe how systems are made up of different parts that work together.	This unit looks at how a flat-file database can be used to organise data. Pupils will use tools to order and answer questions about data. They will create graphs and charts from their data to solve problems. They will use a real-life database to answer a question, and present their work to others.	I can use a paper database to record data.	In this unit pupils will discover how to create short videos. As they progress through this unit, they will develop the skills of capturing, editing, and manipulating video. Pupils are guided with step-by-step support to take their idea from conception to completion and evaluation.	I can identify the process for making videos.	In this unit pupils will discover how to write programs that ask questions and use selection to control the outcomes based on the answers given. They will design a quiz in response to a given task and implement it as a program. They will then evaluate their programs against a given criteria.	I can explain how selection is used in computer programs.
			I can create a vector drawing by combining shapes.		I can write a program which uses multiple outputs.		I can recognise the role of computer systems in our lives.		I can navigate and sort data in computer-based database using different views.		I can use a digital device to record video.		I can explain that a conditional statement can connect a condition to an outcome.
			I can use software to adapt a vector drawing.		I can write a program which contains a conditional loop.		I can identify how to use a search engine effectively.		I can outline how I can answer questions by grouping and then sorting data.		I can use a storyboard to help me record videos and review them.		I can explain how selection directs the flow of the program.
			I can recognise that vector drawings consist of layers of objects.		I can use a loop to repeatedly check whether a condition has been met.		I can describe how search engines select results.		I can explain that tools can be used to select specific data.		I can create a storyboard to plan scenes for a video.		I can design a program that uses selection.
			I can group objects to make them easier to work with.		I can design a physical project that includes selection.		I can explain how search engines are ranked.		I can explain that computer programs can be used to compare data visually.		I can identify that a video can be improved through shooting and editing.		I can create a program that uses selection.
			I can create and compare vector drawings.		I can create a physical project that includes selection.		I can recognise why the order of results is important and to whom.		I can use a real-world database to answer questions.		I can consider the impact of the choices made when making a video		I can improve and evaluate my program.
CURRICULUM -LINK: RSE, PSHE		CURRICULUM -LINK: Art		CURRICULUM -LINK: MATHS, D&T				CURRICULUM LINK: SCIENCE		CURRICULUM -LINK: English, PSHE, with subject the chn blog about			
YEAR 6		WE ARE INTERNET USERS Internet safety, taught at the start of every term, so the message is reinforced		In Year 6, pupils continue to develop their understanding of what it means to have a positive digital footprint and why this is important. They further learn to discern the purpose and reliability of online content and are taught ways to develop safe habits online, including the importance of protecting personal information. Pupils also learn how to respect online privacy boundaries for themselves and others and further ways to seek or ask for help if they or others feel unsafe online. Chn explain what they can to do to build a positive digital footprint and how social media can mislead or misrepresent reality. They identify different online scams their peers might experience, including phishing. They describe ways to keep personal information private online by using safety tools and privacy settings and Identify sources of support for someone who is worried about anything online.. Follow The Be Internet Legends curriculum.								
TEN TEN Internet Safety Teaching		Units can be taught in different order for cross-curricular purposes or other reasons.		M1 US S3 - Boys' Bodies		Spring 1- M1 U3 S1 - Body Image, M1 U3 S4 - Seeing Stuff Online							
		Using Variables in Programming to Develop a Game		**Introduction to Spreadsheets**		**Sensing Movement with Physical Computing**		**3D Modelling**		**Communication and the Internet**		**WE ARE WEB DESIGNERS Creating websites**	
Knowledge	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**	**Skills**
		This unit explores the concept of variables in programming through the development of games. Pupils will investigate what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard.	I can define a variable as something that is changeable.	This unit introduces pupils to how spreadsheets can be used to organise data and create their own data sets. They will discover the importance of formatting data to support calculations, while also examining how formulas can be used to produced calculated data and how graphs can present this data.	I can collect data and organise it in a spreadsheet.	This unit brings together all the four programming constructs: sequence, repetition, selection and variables whilst also utilising a physical device - the micro:bit. Pupils begin with a simple program to build and test and then take on three new projects, with each adding more depth and complexity.	I can create a program to run on a controllable device.	In this unit pupils will discover how computers can be used to produce 3D models. They will experience working in a 3D space, moving, resizing, and duplication objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.	I can recognise that you can work in three dimensions on a computer.	In this unit pupils explore how data is transferred over the internet. They will investigate how the internet facilitates online communication and collaboration and how to communicate responsibly on the internet.	I can explain the importance of internet addresses.	In this unit pupils will discover how to create websites for a chosen purpose. They will identify what makes a good web page and use this information to design and evaluate their own website. Pupils will consider copyright and fair use of media, the aesthetics of the site, and clear navigation.	I can identify the features of a good website and know how web pages are created.
			I can explain why a variable is used in a program.		I can identify cells in a spreadsheet and how the data has been formatted.		I can explain that selection can control the flow of a program.		I can identify that digital 3D objects can be modified.		I can explain how date is transferred across the internet.		I can design my own web page for a purpose.
			I can choose how to improve a game by using variables.		I can calculate new data in a spreadsheet using formulas.		I can update a variable based on the state of an input.		I can recognise that objects can be combined in a 3D model.		I can recognise how sharing information online can help people to work together.		I can consider the ownership and copyright of images when searching for images online.
			I can design a project that builds on a given example.		I can use spreadsheet functions that work with ranges of cells.		I can use a conditional statement to compare a variable to a value.		I can create a 3D model for a given purpose.		I can evaluate different ways of working together online.		I can add suitable content to a web page and check its compatibility on a range of devices.
			I can follow a design to create a program that uses variables.		I can use a spreadsheet to plan an event.		I can design a project that uses inputs and outputs on a controllable device.		I can create a plan for my own 3D model.		I can describe how we communicate using technology.		I can explain the need for navigation.
			I can evaluate and improve my coding project.		I can present data so that it is easier to understand and use.		I can develop a program to use inputs and outputs on a controllable device.		I can create my own 3D model and make suggestions on how it could be improved.		I can evaluate different methods of online communication		I can add external hyperlinks to a web page, whilst considering the implications of doing so.
		CURRICULUM -LINK: PSHE, D&T, Maths		CURRICULUM -LINK: MATHS		CURRICULUM LINK: PSHE,		CURRICULUM -LINK: Maths				CURRICULUM LINK : SUBJECT which provides content for the website, English, PSHE	

[1] ONLINE SAFETY is recorded here as one block but is actually taught as 6 lessons in 2 week blocks (1 block per term) over the course of the year.

[2] Taught as an 8-10 week block.

[3] Taught as a 4-5 week block.

[4] Taught as a 4-5 week block.

[5] Taught as an 5-6 week block.

[6] Taught as a 5-6 week block.

[7] ONLINE SAFETY is recorded here as one block but is actually taught as 6 lessons in 2 week blocks (1 block per term) over the course of the year.

[8] Taught as an 8-10 week block.

[9] Taught as a 4-5 week block.

[10] Taught as a 4-5 week block.

[11] Taught as an 5-6 week block.

[12] Taught as a 5-6 week block.