Online safety - many of the key online safety mersages will be conveyed through guided use, continuous provision and adult modelling in the school or setting. Additionally, and importantly, this will be alongside and with the involvement of parents and carers at home. We will listen to young children talking about their online world and use this talk to engage with them and find out more about their practice and behaviour. In EYES, continuous provision draws on common uses of control technology for children to experience first-hand and to explore their uses through play They will use multimedia equipment, including cameras and iPadsto capture still and moving images. With help, they will play back their captured recordings, demonstrating confidence and increasing control. They will be encouraged to explore ways of making and listening to sounds using simple programs, apps and devices. EYFS Children will explore the technology they encounter at home and school (e.g. role play toys, photocopiers, iPads etc.) andhow technology has changed over time ore details of the EYES curriculum to follow. WE ARE INTERNET USERS WE ARE CODERS WE ARE EDITORS WE ARE ARTISTS WE ARE PRESENTERS WE ARE PHOTOGRAPHERS Using the Internet safely, responsibly & respectfully Using programmable toys Typing and changing text Creating digital artwork Filming the steps of a recipe Creating a digital self-portrait Knowledge Chille Knowledge Chille Knowledge Chille Knowledge Chille Knowledge Chille Knowledge Chille Take a photograph of themselves In Year 1, pupils learn about some of the Recall some of the SMART rules for In this unit, pupils understan Use directional language to navigate In this unit, pupils learn to use a Develop hasic keyboard and keypad In this unit, pupils will learn how to velon hasic keyhoard and keynad In this unit, pupils produce short Break down a process into simple, In this unit, pupils will consolidate or potential dangers in the online world and what basic steps we all need to take algorithms as a simple set of a person or object. software program to create a simple poster that combines a picture skills, through typing and formatting text. onen a browser and use a search skills, through typing and formatting videos of themselves making a healthy meal or snack. They also decompose a further their 'annlications' skills by using a webcam (such as that on a Chromebook or tablet). instructions, and learn that engine to search for pictures. They creating a digital self-portrait. They text. pictures. in order to have positive digital algorithms can be used to give background with text. They will will use their research to gather ideas complex problem into smaller parts will use a built-in webcam to take a Use a video camera to capture moving picture of themselves and then (with Know who to tell if someone online Make simple edits to text, including Create simple digital content using experiences. They learn the SMART instructions to a digital device. They make some changes to their work an important idea from computer for a digital art composition which Use agreed keywords to search for asks for personal information instructions as an algorithm. changing a font colour, size and style. images. some combination of text, paint and rules and look at what information have practical experience of giving and talk about their choices. With they will go on to create using a basic science. help) load it into a basic graphics photographic tools. should be kept safe when using the mple instructions to control a guidance, they will learn to save ackage to edit and enhance it with Internet. They explore the positives and Make links between the online and digital device to solve a problem. If Program a toy to follow an their work and understand that Develop skills in combining text and Combine picture objects to make a Create simple digital content using text and graphics. Make some changes to a piece of doing this makes it available to work images. potential negatives of online communication and begin to develop things do not go as expected they are taught to use a 'trial and error' offline world. algorithm. digital work on in the future. approach to fix problems. Pupils will Try a different solution when Develop basic collaboration skills Create and save new files within a the skills to recognise potential dangers and act accordingly to keep themselves With guidance, save their work with a With guidance, save their work with a neaningful name. neaningful name. also begin to develop logical something doesn't happen as personal network location. expected. and others safe. reasoning through making simple Make verbal predictions about what With guidance, save their work with a will, or has, happened meaningful name CURRICULUM -LINK: ART & DESIG WE ARE CODERS WE ARE INTERNET USERS WE ARE CODERS WE ARE COLLECTORS WE ARE RESEARCHERS WE ARE ANIMATORS Using the Internet safely, responsibly & respectfully Creating on-screen programs 1 Collecting and presenting data Creating on-screen programs 2 Making an animation Researching and presenting a topic Skills Skills Skills Skills Knowledge Knowledge Knowledge Knowledge Skille In Year 2, pupils learn about how what Know that a digital footprint In this unit, pupils learn how Begin to plan algorithms by first In this unit, pupils learn the Begin to plan algorithms by recording In this unit, pupils are introduced to Collect data using simple methods In this unit, pupils research a topic -Suggest some keywords to use when In this unit, pupils are given the Plan a short sequence of events using the concept of animation. They will look at different examples of cartoon they do online leaves a trail called a contains information about a algorithms are implemented as ecording them on paper. advantages of collecting information such as tick charts or tally charts. safely, effectively and efficiently searching for information on the chance to consolidate, or further, their them first. a story map. digital footprint. They look at how to understanding of how algorithms are person. programs on-screen, and make links in an organised way. They learn that using a structured approach (mind internet. and stop motion animation techniques

Create frames for each event using a improve the efficiency of their online searches, the types of websites that are with their previous experience of programming floor robots. They information can be presented as mapping). They share their findings with others through a short mplemented as programs on digital Regin to identify possible dangers Convert simple algorithms to screen Use simple charting software to Record information as notes through Convert simple algorithms to screendigital content in a variety of ways devices. They create simple algorithms based programs. and then use a basic software the use of mind mapping. based programs. produce pictograms and other basic simple software package. best for children to access when looking create their own simple on-screen for different purposes, and gain multimedia presentation for a block programming language and further hone their logical reasoning program to create a simple animation for information, as well as how to algorithms using a sequence of practical experience of this. They of their own. They will learn to plan a identify inappropriate content and the Know what to do if a website makes Begin to combine different media commands in a turtle program. They Further develop skills in combining Use a branching database to sort and Predict what a simple program will do. work together to develop skills through debugging and predicting outcomes. piece of sequential work using a story classify a group of items by answering text and graphics and manipulating (such as graphics, text and sound) for actions they should take if they do. them uncomfortable. build on their logical reasoning skills do. collaboration skills and begin to map format. questions them for purpose. effect Children will be introduced to the term by making predictions and testing critically evaluate the merits of 'cyberbullying' and look at how they Identify unkind online behaviour an their code for expected outcomes. Retrieve previously saved files from a Create and deliver a short multimedia Spot and fix (debug) errors in Make simple edits to correct and Spot and fix (debug) errors in know what to do if they think should communicate online and deal When outcomes are not as expected programs personal network location. presentation. improve work. with instances of people being unkind someone is being unkind to them they make changes to their algorithms to try and correct then via digital means. Begin to think independently about Collaborate with peers by working as using meaningful names when saving digital files. part of a group. CURRICULUM -LINK: PSHE CURRICULUM -LINK: MATHS CURRICULUM -LINK: HISTORY

Year	Autur	nn 1	Autu	mn 2	Spi	ring 1	Spr	ring 2	Sum	mer 1	Sumi	mer 2
	IMPLICATI	ONS [13]	FOUNDAT	IONS [14]	APPLICA	TIONS [15]	USING TECHNOLOG		FOUNDA ⁻	TIONS [17]	APPLICAT	IONS [18]
	WE ARE INTE Using the Internet safely, r		WE ARE Programming			IION POLLSTERS d analysing data		ECHNICIANS nputer networks	WE ARE Finding and correct	CODERS ing bugs in programs	WE ARE D Videoing p	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	In Year 3, pupils begin to develop their knowledge of what it means to have an online reputation. They learn about the		In this unit, pupils plan and create an animated cartoon using characters they design using a paint tool. They		In this unit, the children create their own opinion poll, seek responses, and then analyse the results.	Identify some elements of survey design.	In this unit, pupils use some unplugged activities to develop their understanding of networks and key	Demonstrate simulation of a simple 'packet' system.	In this unit, children learn to recognise some common types of programming error, and practise solving problems		This unit gives pupils a chance to direct a short narrated video of someone practising a sport or other	Plan and rehearse for a video shoot
3	reliability and truth of information online and look at some ways to protect themselves and their reputation. They	Begin to identify ways of working out whether information online is reliable.	translating the storyboard into a	Apply selection and logical reasoning to solve a problem.		Identify some ethical and legal aspects of online data collection.	email). They discuss the benefits and possible dangers of communicating	Illustrate the basic client-server mode on which most networks are based.	through logical thinking. Using their knowledge of sequencing and selection, they look at some block	Debug a simple algorithm to ensure the specific goal is achieved.	skill. They will understand the qualities of effective video, such as the importance of narrative, consistency,	Frame shots when shooting live vide
	also learn about ways in which they can be kind to others online.	Begin to identify ways in which they can secure their information online by creating strong passwords.	series of sequential instructions (program) for graphic objects. They will begin to use selection within their code to offer alternative outcomes. They will begin to	Write a program in a block programming language to create the animation.		Use software tools to facilitate data collection.	information online and then use a simple messaging service to demonstrate good practice. They conclude by collaborating on a podcast discussing the different types	Name some different internet communication protocols and be able to discuss some similarities and differences between them.	code and make predictions about what the different outcomes of executing the code will be. They then run the code to test their predictions before going on to debug the code	Name and recognise a number of common types of bug in software.	perspective and scene length.	Use software tools to review and edivideo, including adding narration and (optional) effects.
		Begin to identify what they can do to be kind online.		Correct mistakes in their animation programs (debugging).		Gain skills in using charts to analyse data.	of online communication they have learnt about.	Begin to use digital media and technology to create content for meaningful purpose.	and create working versions of the programs.	Build up resilience and strategies for problem solving.		Collaborating with others to achieve the same goals.
	CURRICULUM	-LINK: PSHE			CURRICULUM -LINK:	Gain skills in interpreting results. MATHS, BRITISH VALUES					CURRICULL	IM -LINK: PE
	IMPLICATI	ONS [19]	FOUNDAT	IONS [20]	APPLICA	TIONS [21]	APPLICA ⁻	 TIONS [22]	FOUNDA	 	APPLICAT	 IONS [24]
	WE ARE INTE Using the Internet safely, r		WE ARE Making an ad			MUSICIANS digital music		TML EDITORS		UCT DESIGNERS	WE ARE MET Researching & pres	EOROLOGISTS senting the weather
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	In Year 4, pupils continue to develop their knowledge of what it means to have an online reputation. They learn	Demonstrate ways of protecting their online reputation.		Create a plan that demonstrates multiple sequences of events.	In this unit, pupils are introduced to digital music. They use software tools to explore different musical	Use one or more programs to edit music.	In this unit, pupils learn about the history of the web, before studying HTML (hypertext mark-up language),	Understand some technical aspects or how the internet makes the web possible.	if In this unit, the children work together to design a simple toy that incorporates sensors and outputs and	prototype of a computer-controlled	This unit brings together data measurement, analysis and presentation. Pupils learn about	Use computer-based tools to record weather data.
4	about the reliability and truth of information online and look at some ways to protect themselves and their reputation. They also learn about ways	Identify ways of working out whether information online is reliable.	language. They learn how to use a flowchart to plan for different sequences of events and continue to develop their programming	Write code that can accept typed user input.	concepts including rhythm, tempo, melody and pitch. They then create a composition designed to create a mood for a film soundtrack.	Create and develop a musical composition, refining ideas through reflection and discussion.	the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create content for a simple web page.	Use HTML tags for mark up of text an (optional) style elements and images.		Recognise when to use different forms of input and output (such as sensors, switches, motors, lights and speakers)	different measurement techniques for weather, both analogue and digital, and look at how to record and present the data in different ways. They learn	Use a spreadsheet to create charts.
	reputation. They also learn about ways in which they can be kind to others online.	Identify ways in which they can secure their information online by creating strong passwords.	knowledge by translating user-based choices into selection statements.	Store and retrieve data using variables.	INDUU IOF A TIIM SOUNDTRACK.	Discuss how the composition can enhance work in other media.	create content for a simple web page.	Use hyperlinks to connect ideas and sources.		Write code to simulate how the toy works.	how to collaborate on a multimedia presentation as they create a weather report.	Analyse data, explore inconsistencies in data and make predictions.
		Identify what they can do to be kind online.		Use selection statements to provide different outcomes.				Use HTML to create a simple web page with meaningful content.		Test and debug the code.		Combine media using presentation software.
				Test and debug the code.								

Year	Autur	mn 1	Autu	ımn 2	Spr	ing 1	Spr	ing 2	Sum	ner 1	Sum	mer 2
	IMPLICATI	ONS [25]	FOUNDA	 	APPLICA	TIONS [27]	APPLICA	 TIONS [28]	FOUNDA	 	APPLICA"	
	WE ARE INTE			CODERS		BLOGGERS		UIZMASTERS		TOGRAPHERS		REPRENEURS
	Using the Internet safely, r			ducational game		and opinions online		analysing data		g codes		digital gallery
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	In Year 5, pupils begin to develop their understanding of what it means to have a positive digital footprint and why this	positive digital footprint, and why	In this unit, pupils start by playing and analysing educational computer games, identifying those features	and repetition to control the	with blogs as a medium and a genre of writing. They look at and evaluate	Create a sequence of blog posts on a theme.	In this unit, pupils design and publish their own educational quiz (relating to their history topic). They will use the web to research a topic and use	effectively to locate information	through an introduction to	Use semaphore and Morse code to convey and receive simple messages.	In this unit, pupils will further explore how to manipulate digital photos for effect using software tools. They will	Use and combine digital media and technology to create a program for a specific purpose.
5	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.	Describe ways to critically evaluate what we see on social media.	that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develon it further to add	Use variables to store and manipulate information in a program.	some different blogs, and examine comments left there. Pupils will then create a series of their own blog posts (that may combine other media such as photos or	Incorporate additional media (optional).	software to produce a set of self- marked, multiple choice questions. They will learn to import the data generated and consider ways to	When searching for information online, make decisions about how useful, relevant, valid and accurate	cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early	Encrypt and decrypt messages in simple ciphers.	create a virtual gallery in which to display work that they have 'purchased' from their peers. An auction will then be held to see who has selected the most valuable nieces	Take digital photographs and manipulate them for purpose by applying different types of filters.
,	or 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	Identify different types of online scams people their age may experience.	functionality and improve the user interface. They test their game and make any necessary changes.	Debug different components of the program to ensure the specific goal is achieved.	illustrations) to share with peers and invite and respond to comments	Comment respectfully on the posts of others.	generated and consider ways to represent and analyse it.	the information is. Use and combine digital media and technology to create a program for a specific purpose.	ciphers, and consider what makes a secure password. They consider why some information needs to be kept private and the need to use complex	Write an algorithm that uses repetition and variables to 'hack' a password.	nas selected the most valuable pieces of art!	Combine data and information from different sources into a digital presentation, showing clearly
	online.	Explain why it is important to keep personal information private online.	-	Consider and select appropriate input and output as part of the user interface design.	others in a meaningful and respectful way.	Develop a critical, reflective view of a range of media, including text.	_	Analyse and evaluate data and information.	passwords and to keep information secure.		_	intended purpose and 'audience'.
		Describe how to find and ask for help if someone feels unsafe online.		-								
	CURRICULUM -L	INK: RSE, PSHE	CURRICULUM	-LINK: MATHS	CURRICULUM -LI	NK: ENGLISH, PSHE	CURRICULUM	1-LINK: HISTORY			CURRICULUM -L	NK: ART & DESIGN
	IMPLICATI	ONS [31]	INFORMATION TECH	 NOLOGY - Applications	FOLINDA	 TIONS [32]	FOLINDA	 TIONS [33]	APPLICAT	 	USING TECHNOLOG	Y - Implications [35]
	WE ARE INTE			DEVELOPERS		CODERS		ANALYSTS		UBLISHERS		ETECTIVES
	Using the Internet safely, i			a website		geometric art		ficial intelligence		gital yearbook		digital footprint
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
	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	build a positive digital footprint.	create a website designed for the purpose of explaining online safety and responsible online behaviour to	useful, relevant, valid and accurate the information is.	knowledge of how to use a text- based programming language to create geometric art. They will learn		artificial intelligence is and look at a range of ways it is used, debating the implications of its use. They will learn		produce a class yearbook using desktop publishing tools. They source, write, edit and combine images and	Select, use and combine digital media and technology to create content that accomplishes a given goal.	through the work they have created over their time in the school and record what we can learn about them.	Easily retrieve saved work due to meaningful organisation of personal and shared storage areas on a network.
6	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	Explain how social media can mislead or misrepresent reality.	combine a range of media to produce the finished product. They	Use keywords and search terms effectively to increase the visibility of their website to its intended audience.	about the efficiency of using repetition structures for creating complex patterns, and begin to use procedures as a way of reusing code.	Predict (with some accuracy) the sequence that code will execute in when coding more complex algorithms.	how to 'teach' a computer to gather data on someone's food preferences and make automated suggestions about where they might go to eat. They will evaluate the reliability of	Use keywords effectively to gather information.	text from a range of sources. Their content will then be converted to a slideshow presentation for their end of year assembly.	Use software tools across different media to edit digital content and manipulate for purpose.	and what we won't know about them, after they have left the school. They will evaluate whether they have left a positive digital footprint.	Collect, analyse, evaluate and draw conclusions from data collected from an increasing range of sources.
	respect online privacy boundaries for themselves and others and further ways to seek or ask for help if they or others feel unsafe online.	formation. Pupils also learn how to spect online privacy boundaries for temselves and others and further ways seek or ask for help if they or others	and others and further ways, it dentify different types of online safe for he jif they or others on the safe for he jif they or others online, so the safe may desperience, including 'phishing'. Use software tools of the safe may desperience, including 'phishing'.	Use software tools to edit digital content and manipulate for purpose.		Debug different components of a program to ensure the specific goal is achieved.	their algorithm and consider ways to improve it.	Write an algorithm to search and sort key information, and refine results.		Combine data and information from different sources into a digital presentation, showing clearly intended purpose and 'audience'.		Demonstrate awareness of content and contact risks and issues when using the Internet.
		information private online by using safety tools and privacy settings.		Develop and refine ideas and content collaboratively.				Record the results of their algorithm and suggest ways to analyse how effective the algorithm is.		Easily retrieve saved work due to meaningful organisation of personal and shared storage areas on a network.		
		Identify sources of support for someone who is worried about anything online.		Develop a basic understanding of how domain names are converted to numerical IP addresses.								
	CURRICULUM -L	INK: RSE, PSHE	CURRICULUM	LINK: RSE, PSHE	CURRICULUM	/ -LINK: MATHS			CURRICULUM	-LINK: ENGLISH		
	1	1	1	-	1		1	1			-	

Year Autumi	1 1	Autu	mn 2	Spr	ing 1	Spri	ng 2	Sumi	mer 1	Sumr	ner 2

Year Autum	nn 1	Autu	mn 2	Spr	ring 1	Spri	ng 2	Sumi	mer 1	Sumr	ner 2

Year Autumn 1	Au	umn 2	Sprir	ng 1	Sprii	ng 2	Sumi	mer 1	Sumr	ner 2

Year Autumn	n 1	Autur	nn 2 Spring 1	Spring 2	Summer 1	Summer 2	

Year Autumn 1	Autu	mn 2	Spri	ng 1	Sprii	ng 2	Sumi	mer 1	Sumr	ner 2
							·			

Year Autumn 1	Aut	umn 2	Sprir	ng 1	Sprii	ng 2	Sumi	mer 1	Sumr	ner 2

Year Autumn 1	Autu	mn 2	Spri	ng 1	Sprii	ng 2	Sumi	mer 1	Sumr	ner 2
							·			

Year Autumn 1	Autumn 2	Sprii	ng 1	Sprir	ng 2	Sumr	ner 1	Sumr	ner 2

Year Autumn 1	Autu	mn 2	Spri	ng 1	Sprii	ng 2	Sumi	mer 1	Sumr	ner 2

Year Autum	ın 1	Autu	mn 2	Spr	ing 1	Spri	ng 2	Sumi	mer 1	Sumi	mer 2

Year Auto	ımn 1	Autumn 2		Spring 1		Spri	ring 2 Summer 1		Summer 2		
	-	-	-	1		1				1	

Year Autumn 1	n 1 Autumn 2		Spring 1 Spr		ing 2 Summer 1			Summer 2		
							<u> </u>			

Year Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summ	er 2

[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.
- [13] ONLINE SAFETY is recorded here as one block but is actually taught as 8 lessons in 2 week blocks (2 blocks in autumn and 1 block each in spring and summer).
- [14] Taught as an 8-10 week block.
- [15] Taught as a 4-5 week block.
- [16] Taught as a 4-5 week block.
- [17] Taught as an 5-6 week block.
- [18] Taught as a 5-6 week block.
- [19] ONLINE SAFETY is recorded here as one block but is actually taught as 8 lessons in 2 week blocks (2 blocks in autumn and 1 block each in spring and summer).
- [20] Taught as an 8-10 week block.
- [21] Taught as a 4-5 week block.

Long term plans Notes

- [22] Taught as a 4-5 week block.
- [23] Taught as an 5-6 week block.
- [24] Taught as a 5-6 week block.
- [25] ONLINE SAFETY is recorded here as one block but is actually taught as 8 lessons in 2 week blocks (2 blocks in autumn and 1 block each in spring and summer).
- [26] Taught as an 8-10 week block.
- [27] Taught as a 4-5 week block.
- [28] Taught as a 4-5 week block.
- [29] Taught as an 5-6 week block.
- [30] Taught as a 5-6 week block.
- [31] ONLINE SAFETY is recorded here as one block but is actually taught as 8 lessons in 2 week blocks (2 blocks in autumn and 1 block each in spring and summer).
- [32] Taught as an 4-5 week block.
- [33] Taught as an 4-5 week block.
- [34] Taught as a 5-6 week block.
- [35] Taught as a 5-6 week block.