

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer																					
EYFS	Online safety - many of the key online safety messages 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 EYFS, children complete activities to learn and use computational thinking, from Barefoot Computing - https://www.barefootcomputing.org/earlyyears . Continuous provision includes common uses of control technology for children to explore through play. Pupils use multimedia equipment, including cameras and iPads, to capture still and moving images. With help, they play back recordings, demonstrating confidence and increasing control. They are encouraged to explore ways of making and listening to sounds using simple programs, apps and devices. Children explore the technology they encounter at home and school (eg role play toys, photocopiers, iPads etc) and how technology has changed over time. Integral to this learning is understanding how to use the internet safely, in age-appropriate ways for children in Early Years (see EYFS Internet Safety).																									
	INTERNET SAFETY Years 1 to 6 Internet safety will be taught at the start of each term, with the skills detailed in each yeargroup 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. Evidence for Internet safety will be recorded by teachers in a variety of ways, depending on the activity: individual card folders, "real" class floor books, digital class "floor books", on Google Classroom (share with KG). Be Internet Legends curriculum.																									
	Spring term	6th February 2024 - Internet Safety Day. There will be an assembly and follow-up activity in class. This website will have activity details - https://www.saferinternetday.org/#:~:text=As%20part%20of%20this%20annual,on%20Tuesday%2C%206%20February%202024 .																								
	Summer term	Summer term - Whole-school home learning activity. Write a recipe for an perfect internet safety. Which ingredients do you need and what method will make a safe internet environment for everyone? Decorate your recipe beautifully. A small prize for one child in each class from years 1 to 6 will be awarded and entries displayed in an online gallery. Please complete your recipe on one piece of A4 paper. Deadline - Friday 5th July.																								
		In the summer home learning grid please include this activity. Write a recipe for an internet which is safe for everyone. Which ingredients do you need and what method will ensure that a safe internet is the outcome? Decorate your recipe beautifully. A small prize for one child in each class from years 1 to 6 will be awarded and all the entries displayed in a book or on a wall display. Please compelt your recipe on one piece of A4 paper.																								
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		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.																							
		WE ARE CODERS - alogrithms, sequencing Using programmable toys	WE ARE TECHNOLOGY USERS Understanding and using computer technology purposefully	WE ARE EDITORS - Typing and changing text - create, save and retrieve digital content	WE ARE ARTISTS - Creating digital artwork	WE ARE PRESENTERS Filming a sequence - sequencing, decomposition																				
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		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. Follow The Be Internet Legends curriculum.																							
	can be edited for C	WE ARE CODERS Creating on-screen programs - sequencing, algorithms, de-bugging	OPTIONAL/NOT ESSENTIAL WE ARE COLLECTORS Alternative Learning - I/N Safety	SPRING 2: TECHNOLOGY AROUND US - Common uses of IT outside school Computing systems and networks – IT	SPRING 1: WE ARE CODERS Creating and debugging complex on-screen programs	WE ARE RESEARCHERS - Researching and presenting a topic																				
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		make changes to their algorithms to try and correct them. We are coders Y2_Computing_We Are Coders	Spot and debug errors in programs.		Retrieve previously saved files from a personal network location.	Summative assessment. * Y2 Spring Computing.docx	Talk about rules for using IT and how they keep me safe. Explain the different ways of using IT. Lesson 4 The benefits of IT Lesson 5 Using IT safely Identify choices made when using IT. Lesson 6 Using IT in different ways		Spot and fix (debug) errors in programs.		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
		WE ARE INTERNET USERS Internet safety, taught at the start of every term, so the message is reinforced:		In 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.							
	[13]	FOUNDATIONS [14]		APPLICATIONS [15]		USING TECHNOLOGY - Implications [16]		FOUNDATIONS [17]		APPLICATIONS [18]	
		WE ARE CODERS Events and Actions in Programming - sequence, selection and repetition, logical reasoning		OPTIONAL/NOT ESSENTIAL Alternative Learning - I/N Safety WE ARE DATA ANALYSERS Collecting and analysing data		WE ARE TECHNICIANS Exploring computer networks		WE ARE CODERS Programming an animation		WE ARE PUBLISHERS Desktop Publishing	
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		T C Plans This unit explores links between events and actions and consolidates learning on sequencing. Learners begin by moving a sprite in four directions and then explore movement in a maze, using design to choose an appropriately sized sprite. Also introduces programming extensions pen blocks. Learners can draw lines with sprites and change line size/colour. Finally, they design and code their own maze tracing program. Summative assessment	explain relationship between event and action, choosing correct keys for actions choose character of correct size and program its movement choose a programming extension, consider the real world when making design choices and choose blocks to set up program identify additional features, choose suitable keys to turn them on and build more sequences of commands to make desibn work test program against a given design, match command to action and modify program as needed	T C Plans In this unit, children further develop data collection and analysis skills from year 2. They understand what a branching database is and how to create one, using yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners create physical and on-screen branching databases. To conclude the unit, they create an identification tool using a branching database, which they will test by using it. They also consider real-world applications for branching databases. (J2 Data Pictogram, Branch, and Database). Summative assessment.	investigate questions with yes/no answers Select an attribute to separate objects into groups,create a group of objects within an existing group and arrange objects in tree structure Group objects using yes/no questions and test the branching database to see if it works Plan branching database carefully so both parts are similar sizes and create questions allowing objects to be uniquely identified. Working collaboratively, create identifier (cross-curr or for dinosaurs). Consider real-world applications of branching databases.	T C Plans Learners develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches. Summative assessment.	Explain inputs and outputs, and follow processes Design a digital devcie, with input, output and clear process. Explore similarities/differences between non-digital tools and digital devices, and in using both. Explain how a network shares information including the need for multiple connections and a network switch; and how information is passed between devices. Recognise the physical components of a network and identify networked devices at school	T C Plans Learners use a range of techniques to create a stop-frame animation using tablets. Next, they apply those skills to create a story-based animation. This unit concludes with learners adding other types of media to their animation, such as music and text. They will use Canva - Students below the age of 13 require parental consent to use Canva for Education. For further details and to download a sample consent template visit Summative assessment.	Demonstrate that animation is a sequence of drawings or photographs, creating an effective flip book—style animation Develop this knowledge and apply it to make a stop-frame animation using a tablet. Plan own stop-motion animation by creating a storyboard. Check work by reviewing the scenes, making small changes where necessary (onion skinning) and reviewing the quality of work. Review own and others' work. Respond to feedback and improve own animation. Add other media to film, explaining why and evaluate the outcome.	T C Plans Children will use tet and images to communicate messages. They use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. They begin to understand how templates, orientation and placeholders can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. Summative assessment.	Explain the difference between text and images Recognise that text and images can communicate messages clearly Identify advantages and disadvantages of using text and images Edit text and layout for given purposes and to make meanings clearer Choose appropriate page settings, using placeholders, template and deciding page orientation. Add content, in the best locations; and then amend to improve. Consider different layouts for different purposes. Compare work created by DTP with that done by hand; identify uses of DTP in the real world and say what its uses are.
		CURRICULUM LINK - Maths		CURRICULUM -LINK: MATHS, PSHE, Other area of learning used						CURRICULUM -LINK: PE	
		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.							
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		WE ARE CODERS Repetition in shapes - loops, repetition, decomposition		WE ARE MUSICIANS Creating digital music		WE ARE WEB USERS Further understanding of the Internet		WE ARE GAME CODERS Repetition in games		WE ARE DATA LOGGERS Researching & presenting xxxxxx	
		Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
		T C Plans This looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming	Program a computer by typing commands Explain the effect of changing a value of a command Create a code snippet for a given purpose	In this unit, pupils are introduced to digital music. They use software tools to explore different musical concepts including rhythm, tempo, melody and pitch. They then create a composition designed to create a mood for a film soundtrack.	Use one or more programs to edit music.	T C Plans. appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in	Explore how a network can share messages with another network to form the internet. Consider some of the network devices involved in this, eg routers, and discuss what should be kept in and out of a network to keep safe.	T C Plans - This unit explores the concept of repetition in programming using J2E block programming (Code Visual). It begins with an activity similar to that carried out in the autumn Programming unit, where learners	Recognise repetition in real-life and programs. Modify existing snippets of code to achieve different outcomes.	TC Plans - Use TTS data logger OR Arduino Science Journal on a Chrome Book. PLAN THE DATA COLLECTION IN GOOD TIME - Chn need to learn how to use the data loggers in good time, to allow for sufficient data to be collected.	Discuss and understand the value of collecting data, over a period of time; and which questions can and can't be answered by long-term data collection. Understand concepts of data loggers and sensors.

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer			
4		language.Use J2E Code Logo. Summative assessment.	create a program in a text-based language (use a template, write and test algorithms)		Create and develop a musical composition, refining ideas through reflection and discussion.	order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. Chn will write HTML code in one lesson. Summative assessment.	recognise how networked devices make up the internet and outline how websites can be shared via the World Wide Web (WWW)	can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. Summative assessment.	Identify count-controlled and infinite loops and use correctly for desired outcomes. Understand that some programs need simultaneous processes.	Pupils consider how and why data is collected over time. They consider the senses humans use to experience the environment and how computers use input devices called sensors to monitor the environment. Pupils collect data as well as access data captured over long periods of time. They look at data points, data sets and logging intervals. Pupils use a computer to review and analyse data. Towards the end of the unit, pupils pose questions and then use data loggers to automatically collect the data needed to answer them.	Explore the use of data loggers. Record data OVER TIME, in the data logger and then download to computer. Understand and use term time intervals; discuss data captured. Use PRE-EXISTING data file and software to find out key information and analyse the data. Design questions to answer using the data which is being collected by the chn using the data loggers, "live". Access and review the data in logger. Use this data to answer their question. Also reflect on the benefits of using a data logger.	
		CURRICULUM - LINK: RSE, PSHE	CURRICULUM -LINK: D&T		CURRICULUM -LINK: MUSIC		CURRICULUM -LINK: ENGLISH		CURRICULUM -LINK: DESIGN & TECHNOLOGY		CURRICULUM -LINK: other subject used	
		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.									
5	[25]	FOUNDATIONS [26]		APPLICATIONS [27]		APPLICATIONS [28]		FOUNDATIONS [29]		APPLICATIONS [30]		
		WE ARE CODERS Using Crumble in Physical Computing - selection		WE ARE DIGITAL ARTISTS Create Vector drawings		WE ARE FILM MAKERS Video production		WE ARE CRYPTOGRAPHERS Cracking codes		WE ARE BLOGGERS Sharing thoughts and opinions online		
	Knowl edge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
			T C Plans. Use Crumble Controllers to explore concept of selection. Chn are introduced to a microcontroller (Crumble) and learn how to connect and program it to control components (including output devices — LEDs and motors). Learners use conditions to control the flow of actions in a program. They use knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms & programs using this concept. Learners design and make working model of a fairground carousel to show understanding of how microcontroller and its components are connected, and how selection is used to control model's operation. Throughout, learners apply the stages of programming design.	Control a simple circuit connected to a computer	T C Plans Learners start to create vector drawings by using different drawing tools to create images. They recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to create more complex pieces of work. Use Google Drawings app. Summative assessment	Experiment with the shape and line tools and discuss how vector drawings are different from paper-based drawings	T C Plans This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they are exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video. Summative assessment.	Identify the features of a video and what makes an effective one. Use a device to record a video, using a microphone and experimenting with different camera angles	The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password. They consider why some information needs to be kept private and the need to use complex passwords and to keep information secure.	Use semaphore and Morse code to convey and receive simple messages.	Using J2E Blogger app. In this unit, pupils become familiar with blogs as a medium and a genre of writing. They look at and evaluate 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 illustrations) to share with peers and invite and respond to comments from others. They will be taught how to respond to the blog posts of others in a meaningful and respectful way.	Use keywords and search terms effectively to locate information online.
			Write a program that includes count-controlled loops	Write a program that includes count-controlled loops	Create own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time.	Use tools to achieve desired effects: zoom tool, alignment grids, resize handles for consistency	Use storyboard to explore variety of filming techniques, some of which will be used in own video project later in the unit. Evaluate the effectiveness of these techniques before offering feedback on others' work.	Use storyboard to outline scenes and decide video techniques. Then create and save the video.	Encrypt and decrypt messages in simple ciphers.	Write an algorithm that uses repetition and variables to 'hack' a password.	When searching for information online, make decisions about how useful, relevant, valid and accurate the information is.	Use and combine digital media and technology to create a program for a specific purpose.
		Explain that a loop can stop when a condition is met and that a loop can be used to repeatedly check whether a condition has been met	Explain that a loop can stop when a condition is met and that a loop can be used to repeatedly check whether a condition has been met	Use layering to create an image and group objects to make them easier to work with (ungrouping when needed)	Apply vector drawing learning to create a vector drawing for specific purpose. Then reflect on skills used and why, compare vector drawings to freehand paint drawings	Retrieve, reshoot and edit video. Appreciate the impact the various choices have had on the quality of the video. Final edit and evaluation of video.				Analyse and evaluate data and information.		
		Design a physical project that includes selection	Design a physical project that includes selection									
		Create a program that controls a physical computing project	Create a program that controls a physical computing project									
		CURRICULUM - LINK: RSE, PSHE	CURRICULUM -LINK: MATHS, D&T		CURRICULUM -LINK: Art		CURRICULUM -LINK: HISTORY		CURRICULUM LINK: PSHE, with the subject the video is about		CURRICULUM -LINK: English, PSHE, with subject the chn blog about	

Year			Autumn 1		Autumn 2		Spring 1		Spring 2		Summer	
			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 do to build a positive digital footprint and how social media can mislead or misrepresent reality. They identify different online scammers 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.							
6	IMPLICATION		FOUNDATIONS		APPLICATIONS [32]		APPLICATIONS [33]		FOUNDATIONS [34]		APPLICATIONS [35]	
			WE ARE GAME PROGRAMMERS Variables in games		WE ARE DATA ANALYSTS - Introduction to spreadsheets		WE ARE WEB USERS - Internet Communication and Collaboration		WE ARE GAME PROGRAMMERS: Coding micro:bit - Sensing Movement		WE ARE WEB DESIGNERS Creating websites	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
			<p>T C plans. This unit explores the concept of variables in programming through games in J2E Code Visual. First, learners find out 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. Using the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before creating own project. They focus on design, then creation and evaluation.</p>	<p>Define a 'variable' as something that is changeable and explain why a variable is used in a program.</p>	<p>NB: Decide what data used will be. Ideally, use data from another curriculum subject to embed learning there. If not, provide chn with data. T C Plans Chn are supported in organising data into columns and rows to create their own data set. The learn the importance of formatting data to support calculations, while also being introduced to formulas and beginning to understand how they can be used to produce calculated data. Learners are taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. They use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked. Summative assessment</p>	<p>Manual recording of data collected and then tabulated on Chrome books.</p>	<p>T C Plans Chn explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. Summative assessment.</p>	<p>Explain the importance of internet addresses and understand how data is transferred across the internet</p>	<p>T C Plan This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'). It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects with each lesson adding more depth. Summative assessment.</p>	<p>Chn are introduced to function of micro:bit and the programming environment, before creating their own programs. They will then run their programs on the device.</p>	<p>T C Plans This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths. <i>Material for the website the teacher's choice, according to other curriculum subjects. The other subject provides the material for the website and the Computing learning must show progression from previous years. Summative assessment.</i></p>	<p>learners will explore and review existing websites and evaluate their content. Refer to Y4 learning that websites are created by using HTML code. Plan the features of a web page. <i>Home Learning idea</i> : Learners look at two of their favourite websites and sketch them on the worksheet provided, detailing the similarities and differences.</p>
			<p>Choose how to improve a existing game by using variables.</p>	<p>Design a project that builds on a given example, choosing own artwork for my project, creating algorithms and explaining design choices</p>	<p>Develop understanding of the spreadsheet structure, explore various formats, select for data items and then apply to own spreadsheets.</p>	<p>Use formulas to produce calculated data and apply formulas to data.</p>	<p>Explain how sharing information online can help people to work together and evaluate different ways of working together online.</p>	<p>Explore how <i>if, then, else</i> statements are used to direct the flow of a program. Apply their knowledge of <i>if, then, else</i> statements to create a program that features selection influenced by a random number to create a micro:bit fortune teller project.</p>	<p>This unit progresses students' knowledge and understanding of the following: digital writing, digital painting, desktop publishing, digital photography, photo editing, and vector drawing. Refer to learning graph for detail on this.</p>	<p>Consider the ownership and use of images (copyright), recognise the need to preview pages and outline the need for a navigation path.</p>		
			<p>Develop and refine ideas and content collaboratively.</p>	<p>Use design to create project and then evaluate it.</p>	<p>Create spreadsheet to plan an event.</p>	<p>Use Google Charts to present data.</p>	<p>Update a variable with a user input and use an conditional statement to compare a variable to a value</p>	<p>Design a project that uses inputs and outputs on a controllable device</p>	<p>Recognise the implications of linking to content owned by other people</p>			
		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.

[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.

[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.