

Subject: Computing

Phase 1					
Year 1					
Term 1	Term 2	Term 3: Algorithms	Term 4: Editing to create picture collages	Term 5: Researching Safely	Term 6: Creating Programs
<p>K3 (ii) - I will use a switch to respond to options and choices K4 - I will be able to use the screen on an Ipad to capture images of the local area K5 - I will use a touchscreen to select images when creating recordings of the local area K6 - I will operate the Ipad independently to capture images K7 - I will begin to use symbol images on Clicker to label my findings. Use Ipad to take photographs of different staff Print photographs using connection cable and appropriate software Work with the class computer - activate the interactive story Produce a map using the whiteboard - use their finger to drag icons/ images to represent key features</p>	<p>K3(i)i - I will actively explore a touchscreen K4: I will make selections to listen to favoured seasonal music using the computer or touch screen. K5: I will use computer programs to create markings onto a seasonal drawing on a screen. K6: I will operate a keyboard and locate letters to record my name to add to a seasonal letter or card. K7: I will begin to use symbol images on Clicker to label a seasonal image.</p> <p>Children to create a symbol programme to create a letter home about war time. Use the computer to look up different Christmas decorations they could make for art. Use clicker 7 Nativity scene to develop an understanding of the topic. Use a keyboard or touchscreen to email a letter using Clicker 7. Use Apple TV to work as a group to choose traditional carols/Christmas songs/Christmas stories</p>	<p>K3(ii) - Activate a switch in response to minimal verbal prompt K3(ii) - Tracks random movement in the environment K4 - Control devices experienced - touch screen K4 - Activates the control device to achieve desired outcome K5 - K6 - I will operate a keyboard and locate letters to record my name to add to my work K7 - I can look for specific objects on a screen</p> <p>On-line Safety Animation/film-making (cowboy role play) take photos of special days 2create/ 2animate - western and cowboy films/ cartoon strips Cooking etc using switches Using the IWB during lessons Community participation using scanners Technology within the environment</p>	<p>K3(ii) -They can remember learned responses over increasing periods of time and may anticipate known events [e.g. looking at the monitor screen as they activate a concept keyboard] K4 - Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results K5 - They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen]. K6- They respond to simple instructions to control a device To look at Google Maps when exploring different countries. Have visual of an aeroplane on the WB taking off to travel to different countries. Colour on a world map where the country or continent you are visiting. Create a picture</p>	<p>K3ii- They actively explore objects and events for more extended periods K4- Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results [e.g using a switch to activate blender] K5- They make connections between control devices and information on screen K6- They use a keyboard or touch screen to select letters and/or images for their own names K7- They use ICT to communicate meaning and express ideas in a variety of contexts. Use of blender, toaster, popcorn maker, smoothie maker to explore how ICT is used and incorporate switches where appropriate Use a touch screen to make choices and express preference e.g. choosing favourite foods.</p> <p>Research recipes using the computer to find out the equipment and ingredients they may need to make their favoured meals/recipe. Use the computer to research what food/ meals were like in the war time compared to now. Look up wartime recipes. Design a wartime menu using appropriate software.</p>	<p>K3(ii) -They can remember learned responses over increasing periods of time and may anticipate known events [e.g. looking at the monitor screen as they activate a concept keyboard] K4- Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results K5- They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen]. K6- They respond to simple instructions to control a device</p>

Phase 1

Subject: Computing

Year 2					
Term 1: Using the Internet Safely	Term 2: Using a book creator and video camera	Term 3: Algorithms and Osmo	Term 4: Editing to Create Picture Collages	Term 5: Researching Safely	Term 6: Creating Programs
<p>K3ii- I will actively explore objects and events for more extended periods</p> <p>K4- I can make selections to generate familiar/preferred sounds or images. I know that certain actions produce predictable results [e.g using a switch to activate blender]</p> <p>K5- I can make connections between control devices and information on screen</p> <p>K6- I can use a keyboard or touch screen to select letters and/or images for their own names and begin to understand staying safe on the internet</p> <p>K7- I can use ICT to communicate meaning and express ideas about how we keep safe online</p> <p>Pupils to use ICT to draw their own house - can they label it correctly</p> <p>Use google earth to explore local area and expand to other countries</p> <p>E SAFETY posters - class discussion about how we can keep safe on the internet - make posters for display sound the department</p> <p>take photographs of themselves and print them as independently as possible (for science)</p> <p>identify own address and type it and print it to send a letter to their home address.</p> <p>Using iMovie to create photo or video stories</p> <p>Watch video clips of self and peers engaged in past activities. Photos of self and family – make a family tree.</p> <p>Photos of younger self (baby photos / photo annotations from previous years). Sequence photos according to age.</p>	<p>K3(i)i - I will actively explore a touchscreen</p> <p>K4: I will make selections to listen to favoured seasonal music using the computer or touch screen.</p> <p>K5: I will use computer programs to create markings onto a seasonal drawing a screen.</p> <p>K6: I will operate a keyboard and locate letters to record my name to add to a seasonal letter or card.</p> <p>K7: I will begin to use symbol images on Clicker 7 to label a seasonal image.</p> <p>Christmas environmental sounds phonics powerpoint - listening and making choices using ICT</p> <p>Using mark making app on iPad (firework app) using index finger emailing a letter to father christmas</p> <p>use clicker 7 nativity scene to develop understanding of the topic</p> <p>Use a keyboard or touchscreen to email a letter using Clicker 7</p> <p>Use Apple TV to work as a group to choose traditional carols/Christmas songs/Christmas stories</p> <p>Use Widgit to create ingredient list for Food Tech</p> <p>Selecting songs on YouTube as part of Choose Time</p> <p>Play with Elf Yourself using pictures to create short videos. www.elfyourself.com</p>	<p>K3(ii) - Activate a switch in response to minimal verbal prompt</p> <p>K3(ii) - Tracks random movement in the environment</p> <p>K3(ii) - Tracks random movement in the environment</p> <p>K4 - Activates the control device to achieve desired outcome</p> <p>K5 - I will use computer programs to create markings onto a drawing screen.</p> <p>K6 - I will operate a keyboard and locate letters to record my name to add to my work</p> <p>K7 - I can look for specific objects on a screen</p> <p>Rugged Robots - maths resource available to phase 1 (I haven't set these up yet as I haven't been allowed in the building) (Cross curricular links to positional and directional language)</p> <p>Code and Go - Mouse Robots</p>	<p>K3(ii) -They can remember learned responses over increasing periods of time and may anticipate known events [e.g. looking at the monitor screen as they activate a concept keyboard]</p> <p>K4- Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results</p> <p>K5- They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>K6- They respond to simple instructions to control a device</p> <p>SEN Switcher - Cause and effect resources with images/music (you need to download the free resources)</p> <p>Chrome Music Lab</p> <p>iPad apps - sensory apps for tracking and touch skills, puzzle apps to create a familiar picture</p> <p>Sensory app house - Available apps for tablets, computers, chromebooks etc</p>	<p>K3ii- I can actively explore objects and events for more extended periods</p> <p>K4- I can make selections to generate familiar/preferred sounds or images. I know that certain actions produce predictable results [e.g using a switch to activate blender]</p> <p>K5- I can make connections between control devices and information on screen</p> <p>K6- I can use a keyboard or touch screen to select letters and/or images for their own names</p> <p>K7- I can use ICT to communicate meaning and express ideas in a variety of contexts.</p> <p>SEN Switcher - Cause and effect resources with images/music</p> <p>Chrome Music Lab</p> <p>iPad apps - sensory apps for tracking and touch skills, puzzle apps to create a familiar picture</p> <p>ESafety rules - discuss how we stay safe online and class to complete e safety posters</p> <p>"Before you click song" learn the song and discuss its meaning</p>	<p>K3(ii) -I can remember learned responses over increasing periods of time and may anticipate known events [e.g. looking at the monitor screen as they activate a concept keyboard]</p> <p>K4- I can make selections to generate familiar/preferred sounds or images. I will know that certain actions produce predictable results</p> <p>K5- I can make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].</p> <p>K6- I can respond to simple instructions to control a device</p> <p>Using iMovie to create photo or video stories</p> <p>Space Shuttle Bee-Bot activity. Use Beebot to go on a space journey.</p> <p>Explore google Earth and flying into space</p> <p>Children to create their own animation of a rocket taking off using 2simple2animate- conduct research prior to this to look at how rockets work/ takeoff/ land.</p> <p>Computer coding game.</p>

Subject: Computing

Phase 1					
Year 3					
Term 1: Using Technology to Safely Understand the Environment	Term 2: Use Book Creator and Video Camera	Term 3: Algorithms	Term 4	Term 5: Researching Safely	Term 6: Creating Programs
<p>K3 (ii) - I will use a switch to respond to options and choices K4 - I will be able to use the screen on an Ipad to capture images of the local area K5 - I will use a touchscreen to select images when creating recordings of the local area K6 - I will operate the Ipad independently to capture images K7 - I will begin to use symbol images on Clicker 7 to label my findings.</p> <p>To go on a walk around your local environment/school/village and take pictures to then make a map of your local area. Take pictures of people and items you may find in your local environment and match them to the places you find e.g. match staff to the medical room.</p>	<p>K3(i)i - I will actively explore a touchscreen K4: I will make selections to listen to favoured seasonal music using the computer or touch screen. K5: I will use computer programs to create markings onto a seasonal drawing a screen. K6: I will operate a keyboard and locate letters to record my name to add to a seasonal letter or card. K7: I will begin to use symbol images on Clicker 7 to label a seasonal image. Students to use an iPad to create their own photos and film - staff to support making them into an iMovie Students to take part in a turn taking games using the interactive whiteboard. Students to take turns marking marks on the interactive whiteboard. Students to use switch talkers where appropriate to turn take with games or toys</p>	<p>K3(ii) - I can activate a switch in response to minimal verbal prompt K3(ii) - I can track random movement in the environment K4 - I can demonstrate an ability to control devices experienced - touch screen K4 - I can activate the control device to achieve desired outcome K5 - K6 - I will operate a keyboard and locate letters to record my name to add to my work K7 - I can look for specific objects on a screen White board interactive games</p> <p>Operation buttons. cause and effect. choosing songs on the white board with interactive touch. Typing my name using a keyboard. Mark making using the interactive whiteboard.</p>	<p>K3ii- I can actively explore objects and events for more extended periods K4- I can make selections to generate familiar/preferred sounds or images. I know that certain actions produce predictable results [e.g using a switch to activate blender] K5-I can make connections between control devices and information on screen K6- I can use a keyboard or touch screen to select letters and/or images for their own names K7- I can use ICT to communicate meaning and express ideas in a variety of contexts. Bee-Bot Mat UK Map, along with Weather Symbols. Challenge children to program the Bee-Bot to move around the map to the different weather symbols. Use a paint/drawing program on the IWB or computer for children to draw pictures of their favourite type of weather.</p>	<p>K3ii- I will actively explore objects and events for more extended periods K4- I can make selections to generate familiar/preferred sounds or images.I know that certain actions produce predictable results [e.g using a switch to activate blender] K5- I can make connections between control devices and information on screen K6- I can use a keyboard or touch screen to select letters and/or images for their own names and begin to understand staying safe on the internet K7- I can use ICT to communicate meaning and express ideas about how we keep safe online</p>	<p>K3ii- I can actively explore objects and events for more extended periods K4- I can make selections to generate familiar/preferred sounds or images. I know that certain actions produce predictable results [e.g using a switch to activate blender] K5-I can make connections between control devices and information on screen K6- I can use a keyboard or touch screen to select letters and/or images for their own names K7- I can use ICT to communicate meaning and express ideas in a variety of contexts.</p>

Phase 2						
Year 1						
	Term 1 - Making things happen.	Term 2 - Making Sounds	Term 3 - Communicating	Term 4 - Making Choices	Term 5 - Accessing technology	Term 6 - Creating with technology
Brook Stream	<p>Students can make something happen with technology.</p> <ul style="list-style-type: none"> Introduce students to a variety of different technology in different 	<p>Students can explore ways of making and listening to sounds using simple programs and devices.</p> <ul style="list-style-type: none"> Cause and effect 	<p>Students can use different forms of electronic communication in free play.</p> <ul style="list-style-type: none"> Playing with miniatures, e.g., hospital, school, 	<p>Students can choose content to watch or listen to on a familiar web page with support.</p> <ul style="list-style-type: none"> Choice boards Access to the 	<p>Students explore the use of a mouse, touchscreen or appropriate access device to target and select options on screen.</p>	<p>Students can explore appropriate technology from a limited selection to fulfil a familiar task.</p> <ul style="list-style-type: none"> Create sensory

Subject: Computing

	<p>environments, e.g., a remote control, a fan, a food mixer, digital cameras,</p> <ul style="list-style-type: none"> • Use visual support to highlight, e.g., 'on' / 'off'. • HelpKidzlearn' games and activities,' early years clicking activities. • Use of sensory room equipment. • Use of switches. <p>Students can respond and repeat to simple cause and effect devices.</p> <ul style="list-style-type: none"> • Cause and effect play, e.g., light switches, switch toys, sensory room equipment, bubble tubes, buttons on toys etc. • Introduce students to various items to demonstrate that certain actions produce predictable results. • Use of sensory room equipment. 	<p>activities using interactive boards and iPad.</p> <ul style="list-style-type: none"> • HelpKidzlearn' games and activities' early years clicking activities. <p>Students explore the use of a mouse, touchscreen or appropriate access device to target and select options on screen.</p> <ul style="list-style-type: none"> • Encourage students to move onto the next image in the slideshow using an appropriate access device • Matching/ sorting games using a touch screen • The students can touch their picture to indicate presence at school. • HelpKidzLearn, point and click activities. Can they respond to verbal prompt to click on item? They will receive visual and auditory reward. 	<p>post office etc.</p> <ul style="list-style-type: none"> • Use situations that use technology as part of the play. E.g. play till with a built-in calculator etc. <p>Students can recognise symbols/ visuals for highly motivating activities on the whiteboard/ iPad.</p> <ul style="list-style-type: none"> • Choice boards – these can be created, e.g., using a tablet device or interactive whiteboard in which the symbol chosen produces a predictable result, e.g. selecting a picture relating to the known song. • HelpKidzLearn iPad compatible games/early years activities. 	<p>interactive whiteboard to make choices on webpages, e.g. youtube, help kidz learn, eyegaze.</p> <p>Students demonstrate a preference for digital content from a selection, e.g. choose a video to watch.</p> <ul style="list-style-type: none"> • Choice boards – these can be created, e.g., using a tablet device or interactive whiteboard in which the symbol chosen produces a predictable result • Can they select items from webpage such as YouTube kids to play using touch on IWB. 	<ul style="list-style-type: none"> • Students can access iPads using the home button and selecting the chosen app. • HelpKidzLearn – readymade section, can students click on or use touch to select desired activity. • Use of adapted switches, access devices, control serifices, eyegaze. • Encourage students to move onto the next image in the slideshow using an appropriate access device • Matching/ sorting games using a touch screen • The students can touch their picture to indicate presence at school. • HelpKidzLearn, point and click activities. Can they respond to verbal prompts to click on an item? They will receive visual and auditory rewards. <p>Students access a range of multimedia content.</p> <ul style="list-style-type: none"> • View a slideshow of photos on a theme or a recent event on the board with the class or individually on a tablet or computer. Talk about what the photos show with the Students. • Listening to music. • Listening and watching music with video content during circle time etc. <p>Students experience accessing content in different formats, e.g. image, video, audio.</p> <ul style="list-style-type: none"> • Stories online vary 	<p>experiences relating to images/models of common technology in the home, school and wider world, e.g. bubbles and washing machine; sound of money and till; car horn and traffic lights.</p> <ul style="list-style-type: none"> • Matching/ sorting games using a touch screen • HelpKidzLearn, games or story section. • Use of sensory room equipment. <p>Students can create simple digital content, e.g. mark-making in a paint program.</p> <ul style="list-style-type: none"> • Paint or similar simple art programs/ musical software packages. These can be used to move a device to manipulate something on the screen. • Students to choose a photo from a limited selection for a purpose, for example, a photo of the student to go on their peg; an image from a class trip for a display; a photo to go onto a greetings card. • Help Kidz learn website • Magic fluid app.
--	---	--	---	---	--	--

Subject: Computing

					<p>experiences with just pictures, videos and audio.</p> <ul style="list-style-type: none"> • HelpKidzLearn website, stories section. Can they initiate the next section by pressing on the play arrow? 	
	Term 1 - Making things happen/use of computers	Term 2 - Digital Media	Term 3 - Safe use of technology/internet.	Term 4 - Making Choices	Term 5 - Accessing technology	Term 6 - Creating with technology
River	<p>Students can access content on a digital device independently.</p> <ul style="list-style-type: none"> • Interactive whiteboard games/ tablet device games – these can be done as class activities, allowing the student to use ICT to interact with others and respond to a peer's actions. • Digital cameras. These can be used to take photographs of class activities/ trips etc. with the pictures shown to the class, e.g., on the interactive whiteboard. • The pictures can be stored in an area that the students are able to access. <p>Students can use a variety of electronic toys in play situations using basic directional language.</p> <ul style="list-style-type: none"> • Students can explore a Bee-Bot or similar floor robot. • Can they turn them on and make them move? Create a course or grid on a topic (e.g. castles, underwater adventures) and pre- program a Bee-Bot to move to a particular square – ask 	<p>Students can understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet.</p> <ul style="list-style-type: none"> • Opportunities to view stored photos. • Choice board including viewing of photos on iPad. • Photography project, can they choose what they want an adult to take photos around school site, then view. <p>Students understand you can control multimedia content, e.g. play and stop video and audio.</p> <ul style="list-style-type: none"> • Introduce the students to a variety of different technologies in different environments, e.g., a remote control, a fan, a food mixer, digital cameras, photocopiers. • Demonstrate that certain actions produce predictable results. 	<p>Students understand that the internet is made up of computers from all around the world connected.</p> <ul style="list-style-type: none"> • Learning video on bitesize – how does the internet works. • What do you use the internet for • survey? • How do we access the internet brainstorming activity. <p>Students understand that you can find information from a website</p> <ul style="list-style-type: none"> • Give students themes or questions that they must find on a website. • Use of https://academickids.com or similar sites. <p>Students understand that you can use a search engine to find information using keyword searches.</p> <ul style="list-style-type: none"> • Students to research search engines and what they do. • Name the search engines activity. • Use search engines to find information/pages. • Use search facility within sites such as to 	<p>Students can choose a digital device from a selection to complete a specific task.</p> <ul style="list-style-type: none"> • Set tasks and provide options of what device they would use to complete the task. • Sorting and matching activities. • Tabletop gallery, scenario cards. Can they choose the correct item to complete the task? 	<p>Students recognise and use a range of digital devices.</p> <ul style="list-style-type: none"> • Play with walkie talkies / digital sound recorders etc • Some students will be able to take photos with support using a tablet or camera. Add images to flipchart or presentation software to create a slideshow and revisit the objects in class. Can students identify any of them? • Provide a limited selection of technology and ask students to choose one for a purpose, e.g. taking a photo, listening to music, watching a video. 	<p>Students can operate a digital device with support to fulfil a task, e.g. take a photograph.</p> <ul style="list-style-type: none"> • Students take photographs using a digital camera or tablet with support where required. • Encourage them to keep the device still and to frame the subject. • Students can choose their favourite photos to display in a poster or slideshow on a theme, e.g. people, classroom objects, food and drink. • Take freeze-frame photos of students acting out an action, part of a story, an event or emotion to be used in a display, presentation, poster etc. • Use of sensory room equipment. <p>Students can create one-step instructions and identify the next step</p> <ul style="list-style-type: none"> • Give a single instruction to a programmable toy, observe what has happened and then decide what instruction to give to move to the

Subject: Computing

	<p>the pupil to start the program (i.e. press Go).</p> <ul style="list-style-type: none"> • Talk about what happens and where it goes to. • Radio-controlled cars etc. <p>Students know the basic parts of a computer, e.g. mouse, screen, keyboard.</p> <ul style="list-style-type: none"> • Matching/ sorting activities. • Labelling parts of the computer. • What's missing game? • Physically sorting parts of the computer into hoops. <p>Students recognise basic parts of a keyboard, e.g. spacebar, numbers and letters.</p> <ul style="list-style-type: none"> • Matching/ sorting games. This can be used to select letters/ images for their own name. • Use of high contrast/larger keys keyboard. 		<p>find a specific program on BBC iPlayer.</p> <p>Students are aware that some online content is inappropriate.</p> <ul style="list-style-type: none"> • Discuss inappropriate images when searching for information online. • ThinkUknow website activities. <p>Students recognise inappropriate content or contact and know to tell an appropriate adult.</p> <ul style="list-style-type: none"> • Discuss inappropriate images and copyright in relation to Searching for information online. • What should you do if you see something that upsets you or is inappropriate? • ThinkUknow activities. • CEOP button. • Interland. • Possible visit to speak about eSafety. <p>Students are aware that information can be public or private.</p> <ul style="list-style-type: none"> • Who owns a photograph? • How would you feel if someone used your photo without asking? • ThinkUknow activities. • Possible visit to speak about eSafety. <p>Students are aware of the safe practices when using a computer. E.g. seating, trip hazards.</p> <ul style="list-style-type: none"> • Discuss Responsible Use of Technology: Ask permission to use technology; take turns 			<p>next given destination.</p> <p>Students can follow a simple sequence of instructions.</p> <ul style="list-style-type: none"> • Follow picture or symbol • Sequence to make a simple snack. <p>Students can create their own simple algorithm.</p> <p>Take photos of a task, and display in order, (for example, creating the instructions to build a specific shape out of Lego bricks.)</p> <p>Students choose media from a selection to convey information, e.g. image for a poster.</p> <ul style="list-style-type: none"> • Create a collage of photos in PowerPoint, Pic Collage or using an online tool, on a theme, e.g. animals, colours. • Students can choose from a selection of images and arrange on the page with support.
--	---	--	---	--	--	---

Subject: Computing

			<p>with peers; healthy use of technology, e.g. screen time.</p> <ul style="list-style-type: none"> • Discuss how you should sit/stand at a computer. • Can you identify the hazards around the computer (scenario cards/picture or mock-ups using actual computer area), e.g. wires – trip hazard. • Electricity safety. <p>Students choose media from a selection to convey information, e.g. image for a Poster. (could be linked to staying safe online/PSHE).</p> <ul style="list-style-type: none"> • Create a collage of photos in PowerPoint, Google Slides, Pic Collage or using an online tool, on a theme, e.g. animals, colours, staying safe online. • Students can choose from a selection of images and arrange on the page with support. 			
	Term 1 - Making things happen/use of computers	Term 2	Term 3 - Safe use of technology/internet.	Term 4 - Digital Media	Term 5 - Coding	Term 6 - Creating with technology
Waterfall	<p>Student can access information from another ICT based source, e.g. text message, voicemail.</p> <ul style="list-style-type: none"> • Roleplay – offices etc. where they have to retrieve voice mail messages. • Set up voice mail on classroom phone and have student check it. • Set up an activity allowing students to send and received text messages to the class 	<p>Students can explain why it can be useful to use a computer.</p> <ul style="list-style-type: none"> • Brainstorming activity. • Create posters/ PowerPoints/Google slides about why computers are useful. • History of computers, computer museum resource. • Surveys, what do we use computers for around the school? When do we use 	<p>Students can access their email.</p> <ul style="list-style-type: none"> • Access emails on different devices. • Matching activity for icons. • ThinkUknow activities (eSafety focus, safe way to use email). <p>Students can open and read an email.</p> <ul style="list-style-type: none"> • Send emails to students for them to 	<p>Students can paint with different colours using undo or eraser to correct mistakes.</p> <ul style="list-style-type: none"> • Students to use programmes to create their own artwork and correct mistakes that they make. • Use of computer, interactive board and tablets <p>Students can label an image.</p> <ul style="list-style-type: none"> • Use a text box to label 	<p>Students can control devices by giving them instructions.</p> <ul style="list-style-type: none"> • Create and record instructions for others to follow in a mini beast hunt (or similar). • Use of Code Club Scratch project, can they add steps to the program using a visual process? <p>Students can create verbal instructions.</p>	<p>Students can recognise that a range of devices contain computers, e.g. washing machine, car, laptop. Computer's embedded in household appliances.</p> <ul style="list-style-type: none"> • Take photographs of items around the school that contain a computer. • Ask students to repeat the activity above at home. • Sorting activities. • Basic programming

Subject: Computing

	<p>teacher or peers.</p> <ul style="list-style-type: none"> ● Use of student email. ● Class discussion, how can we send a message/communicate ? ● Sorting exercise, things we can use to communicate things we can't. <p>Students present information using appropriate software with support.</p> <ul style="list-style-type: none"> ● Create a Photostory (slideshow) on a topic: choose or take photographs, add to software, apply effects and filters, add text and music as appropriate. For example, to show different festivals, tell a ghost story, retell an event. ● Presentations to class/school in assembly time. <p>Students select media (e.g. images, video, sound) to present information on a topic.</p> <ul style="list-style-type: none"> ● Students to present a PowerPoint/Google slides on a subject and with support incorporate media. ● Roleplay – news and weather reporters. ● Presentations to class/school in assembly time. ● Use of websites to find pictures. ● Use of folder to select most appropriate picture from limited choice. <p>Students can recognise and use a range of input and output devices, e.g. mouse, keyboard,</p>	<p>computers?</p> <ul style="list-style-type: none"> ● Explore different types of computers. <p>Students know what a file is and can use a computer to create a file (document/presentation/picture etc...)</p> <ul style="list-style-type: none"> ● Explore the difference between a file and a folder. ● Can students sort files into specific folders. ● Modelling on IWB of files and folders. <p>Students can save and open work on a computer.</p> <ul style="list-style-type: none"> ● Support students in saving their work on the computer. ● Discuss what happens if you don't save work. ● Students to locate and open saved work on computers. ● Model where students should save work (their folder on server) so that it can be accessed again no matter which computer they are on. <p>Students can edit work on a computer.</p> <ul style="list-style-type: none"> ● Provide opportunities for students to edit their work on a variety of programmes, e.g. Docs and Slides. ● Opportunities to use iPad. ● Roleplay, newspaper/magazine editor can they spot the mistakes and correct (potentially with track changes on). 	<p>open.</p> <ul style="list-style-type: none"> ● Send activities or clues for a treasure hunt. ● ThinkUknow activities (eSafety focus, safe way to use email). <p>Students can list some dangers of using the internet.</p> <ul style="list-style-type: none"> ● Explore possible risk/dangers using the internet. ● Explore the terminology cyberbullying, viruses, scams. ● ThinkUknow eSafety activities. <p>Students can explain why it's important to be safe online.</p> <ul style="list-style-type: none"> ● Design a poster on how to keep safe online. ● Group discussions. ● ThinkUknow eSafety activities. ● Conduct assembly for rest of the school <p>Students understand what personal information is and the need to keep it private.</p> <ul style="list-style-type: none"> ● Discuss Personal information and what you should share online. ● What can happen if you put your photograph online? ● Discuss how photos can be changed. ● Ask permission when you take photos of other people. ● ThinkUknow eSafety activities. <p>Students are aware of the terms social media.</p> <ul style="list-style-type: none"> ● Q&A sessions outlining know social media. 	<p>an image or diagram.</p> <p>Students can print a document/image.</p> <ul style="list-style-type: none"> ● Students are able to follow the steps to print off documents from a variety of programmes. ● Use of visuals to support. <p>Students can change an instruction to achieve a different outcome.</p> <ul style="list-style-type: none"> ● Make bread following the instructions from a recipe. Repeat the process but allow the students to make one change in the recipe, e.g. no yeast. Question what was the outcome? How did it differ from the correct recipe? 	<ul style="list-style-type: none"> ● Pupils are able create and record instructions for others to follow in a mini beast hunt (or similar). ● Guide other students around an assault course blindfolded (e.g. turn left/right forward certain number of steps). <p>Students can move a programmable toy in different directions, by giving and following instructions.</p> <p>Students input a short sequence of instructions to control a device.</p> <p>Use programme cards for students to programme bee bots.</p> <ul style="list-style-type: none"> ● Use online bee bot's computer programmes if no access to floor bee bots. ● Code club/Microsoft Maker activities. 	<p>activities,</p> <ul style="list-style-type: none"> ● Raspberry Pi etc. using Code ● Club/Microsoft maker. Can they get the computer to achieve a specific task? <p>Students are introduced the concept that the term algorithm is a sequence of instructions.</p> <ul style="list-style-type: none"> ● Pupils can put short sequences of instructions in the correct order, using images of a familiar task, for example, washing your hands. ● Record parts of a story onto recordable buttons for pupils to sequence. ● Be 'bossy' and instruct a child to do something, e.g. stand up, go to door, open it, come back to carpet place, and sit down. Say that sequences of instructions are important as they help us to know what to do and how to make things happen.
--	--	--	--	--	---	--

Subject: Computing

	<p>touchscreen.</p> <ul style="list-style-type: none"> • Input/output devices: Discuss the different parts of a computer. • Which devices give information to the computer or tell it what to do? E.g. to type text or record sound (these are input devices: mouse, keyboard, touchscreen, microphone, webcam). • Which devices does the computer use to give us information, e.g. display photos; play music (these are output devices: printer, speakers, screen)? • See BBC Bitesize: Input and Output Devices. Take photos and create a poster with labels. • Task to be completed, what did I use to complete this task? 		<ul style="list-style-type: none"> • Design a questionnaire for student around the school regarding who has what social media account etc. <p>Students are aware of the risks involved with social media.</p> <ul style="list-style-type: none"> • Identify positive and negative effects of social media. • Identify high and low risk post activities. • Collate actions for what students can do when concerned about a post. • Review stories of real-life situations of students dealing with the negative impact of social media, and what would they do? 			
--	---	--	--	--	--	--

Phase 3					
Year 1					
Term 1 - Digital literacy, use of computers/switches.	Term 2 - Staying Safe	Term 3 - Using a range of digital devices.	Term 4 - Use of technology to communicate/communicate ideas.	Term 5 - How computers/internet works	Term 6 - Early programming skills
<p>K7 - I will find a use for a switch when it is offered, exploring to see how it operates. K7 - I am aware of purpose of each switch. K7 - Activate switch to control horizontal movement-almost on target.</p>	<p>K7 - I am aware that some equipment is plugged in. K7 - I am aware that plugs can be dangerous. K7 - Online safety They are aware that anyone can put information on the internet. They know what to do if they see</p>	<p>K7- Can sustain attention over a series of different activities. K7 - Can maintain interest in the activities for 3 minutes. K8 - Use a simple camera to take pictures of own work.</p>	<p>K7 - Show signs of wanting to take control in an activity. K7 - Eye Gaze Will independently choose an activity. Students can choose appropriate technology from a limited selection to fulfil a</p>	<p>K7 - Recognises a printer symbol as matching than on a screen. K7 - Recognises that images on a monitor can represent reality e.g. an apple. K7 - Aware of program icons. K7 - Operate simple appropriate structured software.</p>	<p>K7 - Input simple operation in floor turtle. K7 - I can give programmable toy instructions with support. S1 - I know that I can make a robot/programmable toy move by giving it instructions.</p>

Subject: Computing

<p>K7 - Activate switch to control vertical movement almost on target. K7 - Activate switch to control vertical movement- on target. K7- I will use the spacebar as a switch. K7 - I will use arrow keys to move.</p> <ul style="list-style-type: none"> • Use of switches attached to computer program or in the environment. • Can they use switches to initiate a particular movement of a character on screen. • Can they transfer the movement to the keyboard? <p>K8 - I can move the cursor around the screen using the mouse. K8 - I can single click the mouse to select an object. K8 - I can move an item on the screen, drag and drop. K8 - I can operate simple appropriate structured software. K8 - I am familiar with the QWERTY keyboard. K9 - With support I can enter text. S1 - With support I can copy content from the WWW. S1 - With support I can create a text document. S2 - I can recognise and choose different forms of content.</p> <ul style="list-style-type: none"> • Use of interactive games to provide stimuli. • Can they start off on an iPad/touchscreen and progress onto mouse/trackpad? • Use of sorting activities on the computer. <p>Students can access content on a digital device independently.</p> <ul style="list-style-type: none"> • Interactive whiteboard 	<p>content that upsets them. K8 - Online safety They understand that information on the internet isn't always reliable, and to know how to report inappropriate content. K9 - Online safety They understand that information on the internet isn't always reliable, and to know how to report inappropriate content. K9 - I know I can communicate online. K9 - I know that some information is private. K9 - I know that some information is not private (e.g. hair colour, favourite sport). S1 - I know the dangers of sharing digital photos. S1 - I know to keep information about me safe (e.g. not sharing personal information or password). S1 - I know how to be kind to other people when online and think carefully about what I say. S1 - I know to tell a grown up if something online makes me unhappy. S1 - I know how to use computers safely. S2 - I can explain why it is important to be safe online. S2 - I can explain some dangers when using a digital device (eg computer, tablet, mobile phone). S2 - I can identify information that should be kept private and not made public. S3 - I know what acceptable and unacceptable behaviour is when using technology and online services. S3 - I am aware of the dangers and of clicking on unknown links. S3 - I know what a computer virus is.</p> <ul style="list-style-type: none"> • Use of resources such as NSPCC, CEOP (Think U Know) & Interland can support with the development and 	<p>Students recognise and use a range of digital devices.</p> <ul style="list-style-type: none"> • Play with walkie talkies / digital sound recorders etc • Some students will be able to take photos with support using a tablet or camera. Add images to flipchart or presentation software to create a slideshow and revisit the objects in class. • Can students identify any of them? • Provide a limited selection of technology and ask students to choose one for a purpose, e.g. taking a photo, listening to music, watching a video. <p>Students can operate a digital device with support to fulfil a task, e.g. take a photograph.</p> <ul style="list-style-type: none"> • Students take photographs using a digital camera or tablet with support where required. • Encourage them to keep the device still and to frame the subject. • Students can choose their favourite photos to display in a poster or slideshow on a theme, e.g. people, classroom objects, food and drink. • Take freeze-frame photos of students acting out an action, part of a story, an event or emotion to be used in a display, presentation, poster etc. • Use of sensory room equipment. <p>Students understand you can control multimedia content, e.g. play and stop video and audio.</p>	<p>familiar task.</p> <ul style="list-style-type: none"> • Choose appropriate pieces of equipment for an activity, e.g., a paint package for an art activity, a digital camera/iPad to take a photograph, a food blender to make a smoothie etc. • Tabletop gallery, tasks arranged around the classroom/outside, can they choose the most appropriate item/object to complete the task. • Roleplay activities, such as solving a crime. 	<p>S1 - I know how technology is used in school. S1 - I know how technology is used outside of school. S1 - I know how to use computers safely. S1 - I know how to sit appropriately at a computer. S2 - I can obtains content from the world wide web using a web browser. (search engine, URL etc) S3 - I know what a computer virus is.</p> <p>Students know the basic parts of a computer, e.g. mouse, screen, keyboard</p> <ul style="list-style-type: none"> • Matching/ sorting activities. • Labelling parts of the computer. • What's missing game. • Physically sorting parts of the computer into hoops. <p>Students recognise basic parts of a keyboard, e.g. spacebar, numbers and letters.</p> <ul style="list-style-type: none"> • Matching/ sorting games. This can be used to select letters/ images for their own name. • Use of high contrast/larger keys keyboard. <p>Students use correct procedures to start and shutdown and ICT system.</p> <ul style="list-style-type: none"> • Opportunities for students to start up and shut down computers correctly after modelling (visual support to be given). • Discuss the importance of starting up a computer and shutting down correctly. • Students can make reminder posters 	<p>S1 - I know that a computer or programmable toy needs clear instructions. S1 - When I write clear instructions, I try to do it without mistakes.</p> <p>Students can move a programmable toy in different directions, by giving and following instructions.</p> <ul style="list-style-type: none"> • Create a number line to practise counting 1 to 5. Program the Bee- Bot to move forward one or more squares and count as it moves. • Create a sensory Bee-Bot course, e.g. spray water as a lake is crossed; build a cardboard car wash and blow bubbles; roar if you reach the dinosaur etc. Program just a single forward move into the Bee-Bot and ask the pupil to choose where the Bee-Bot starts on the grid and press Go. Scratch – Activities for early programming <p>Students can use a variety of electronic toys in play situations using basic directional language.</p> <ul style="list-style-type: none"> • Students can explore a Bee-Bot or similar floor robot. • Can they turn them on and make
---	--	---	---	---	---

Subject: Computing

<ul style="list-style-type: none"> games/ tablet device games – these can be done as class activities, allowing the student to use ICT to interact with others and respond to a peer's actions. Digital cameras. These can be used to take photographs of class activities/ trips etc. with the pictures shown to the class, e.g., on the interactive whiteboard. The pictures can be stored in an area that the students are able to access. <p>Students to begin to be able to use skills acquired to make simple presentations/documents including pictures.</p> <ul style="list-style-type: none"> Making of simple presentations and/or documents using skills with the keyboard/mouse to achieve this end. 	<p>assessment of these skills.</p>	<ul style="list-style-type: none"> Introduce the students to a variety of different technology in different environments, e.g., a remote control, a fan, a food mixer, digital cameras, photocopiers. Demonstrate that certain actions produce predictable results. 		<p>about shutting down computers after use.</p> <p>Students understand that the internet is made up of computers from all around the world connected.</p> <ul style="list-style-type: none"> Learning video on bitesize – how the internet works. How do you use the internet for survey? How do we access the internet brainstorming activity? 	<ul style="list-style-type: none"> them move? Create a course or grid on a topic (e.g. castles, underwater adventures) and preprogram a Bee-Bot to move to a particular square – ask the pupil to start the program (i.e. press Go). Talk about what happens and where it goes to. Radio-controlled cars etc.
--	------------------------------------	---	--	--	--

<p>Phase 4</p>					
<p>Computing in Phase 4 should be used as a tool to support learning in others subjects and in many instances will be able to be taught as part of the current lessons. Term 5 and 6 will provide learning in some areas that may be taught discreetly or could be combined with an overall topic that is being covered, e.g. animation to support the concept of storytelling in English through the use of different mediums. Coding could be used to support the concepts of cause and effect, following instructions, coordinates, values etc...</p>					
<p>Term 1 - Use of computer to support learning</p>	<p>Term 2 - Staying safe online, links to PSHE curriculum</p>	<p>Term 3 - Digital literacy</p>	<p>Term 4 - Exploring the world</p>	<p>Term 5 - Animation & the Arts (can be used to support English/drama etc).</p>	<p>Term 6 - Computer Science</p>
<p>Students can identify when it's better to use a computer and when it's better not to.</p>	<p>Students can list some dangers of using the internet.</p>	<p>Students can organise files on a computer.</p>	<p>Students can show an awareness of where and how to find information on a</p>	<p>Students will be able to take a picture using ICT equipment.</p>	<p>Students can control devices by giving them instructions.</p>

Subject: Computing

<ul style="list-style-type: none"> Brainstorming activities Matching and sorting activities. Roleplay <p>Students can identify suitable programs to use to complete specific tasks.</p> <ul style="list-style-type: none"> Model use of different programs. Time to be given to explore different programs. Can they create a checklist/guide to which program is best to use for each activity? Opportunity to create presentations on subject of their choice (cross curricular approach can be used). <p>Students are able to access and use Google classroom effectively.</p> <ul style="list-style-type: none"> Students to be set tasks of completing work set on google classroom. Can they demonstrate that they are able to 'hand in' work that has been set? Respond to polls that have been set. 	<ul style="list-style-type: none"> Explore possible risk/dangers using the internet. Explore the terminology cyberbullying, viruses, scams. ThinkUknow eSafety activities. <p>Students can explain why it's important to be safe online.</p> <ul style="list-style-type: none"> Design a poster on how to keep safe online. Group discussions. ThinkUknow eSafety activities. Circle time • Conduct assembly in person or virtually. Interland, can they progress? Can they record safety advice in the form of posters/leaflets. <p>Students can understand what personal information is and the need to keep it private.</p> <ul style="list-style-type: none"> Discuss Personal information and what you should share online. What can happen if you put your photograph online? Discuss how photos can be changed. Ask permission when you take photos of other people. ThinkUknow eSafety activities. 	<ul style="list-style-type: none"> Model where students should save work (their folder on server) so that it can be accessed again no matter which computer they are on Discuss the importance of keeping your files organised. Provide examples of folders and saved files. Set activities for students to organise files. Explore different sorting options using right-click. <p>Students can show an understanding of the justification and formatting tools.</p> <p><i>Links to English.</i></p> <ul style="list-style-type: none"> Explore the use of justification tools within word processor (formal letter) Explore use of formatting tools for specific effects, <i>bold to draw attention, use of bullet points within a list.</i> Use of more complex tools such as text boxes, text wrap etc... Can they use skills for a specific purpose e.g. formal letter, poster, leaflet. <p>Students can identify where</p>	<p>specific subject.</p> <ul style="list-style-type: none"> Explore use of different tools including Google, Google maps (including street view), Google Earth. Can they use the tools and Google to find out specific information about a culture or location. Can they create a presentation to show to others? Use of search engines to find information regarding a specific subject area (carry put research). Use of augmented reality and virtual reality to explore objects, locations etc within the classroom. 	<ul style="list-style-type: none"> Set task of taking pictures to record an event etc... Can they show where the pictures are stored? Ask them to select the best photos. Use of basic programs to crop and/or label picture. <p>Students to be able to record a video using ICT equipment.</p> <ul style="list-style-type: none"> Set task of recording an event. Can they replay the video? Can they use basic programs (iMovie etc..) to trim/edit the video? <p>Students are able to use a simple program to create stop motion animation.</p> <ul style="list-style-type: none"> Introduce students to stop motion, look at examples of stop motion. Explore the use of apps/software and cameras. Use of a storyboard to help retell the story. Retell a well known tale through the use of stop motion. Explore stop motion with playdough, lego etc. <p>Students are able to explore computer based 3D animation.</p> <ul style="list-style-type: none"> Introduce students to software and allow them to 'play'. Storyboard animation. Create animation and explore being able to 	<ul style="list-style-type: none"> Revisit/recap use of Beeb-Bots to explore clear link between inputs and outputs. Use of Scratch, code club activities where additional support needed. Microsoft MakerArcade Can students follow instructions to create games. Can they troubleshoot when/if game or activity does not work as expected. Can they write a program to complete a specific purpose? <p>Microsoft Maker Arcade is a really good resource to use and features step by step written and visual instructions. It is a good resource to use even if you are not as confident in coding.</p>
---	--	---	---	---	---

	<ul style="list-style-type: none"> • Interland • Can they record safety advice in the form of posters/leaflets. <p>Students are aware of the terms social media.</p> <ul style="list-style-type: none"> • Q&A sessions outlining know social media. • Design a questionnaire for student around the school regarding who has what social media account etc. <p>Students can demonstrate the knowledge of the risks associated with social media.</p> <ul style="list-style-type: none"> • Identify positive and negative effects of social media. • Identify high and low risk post activities. • Collate actions for what students can do when concerned about a post. • Review stories of real-life situations of students dealing with the negative impact of social media, and what would they do? 	<p>mistakes have been made within the document.</p> <ul style="list-style-type: none"> • Through the use of modelling students to become aware of where mistakes have been made with spellings etc... • Students to be set task of identifying and attempting to correct mistakes (e.g. right click, use of spell checker). • Students to be set the task of choosing options provided with reference to grammatical knowledge/understanding <p>Students can use email as an effective tool to communicate and share.</p> <ul style="list-style-type: none"> • Students to be set the task of using email to communicate within classroom <i>formative assessment to identify areas for development.</i> • Students to be set the task of sharing work that has been produced. • Explore the use of email as a form of communication, compare and contrast with other forms of communication. 		<p>share it.</p>	
--	--	---	--	------------------	--

Subject: Computing