

Big Ideas

1. Computers (Systems and Networks)	2. Data (and Information)	3. Programming (Creating Software)	4. Algorithms (and Computational Thinking)
Understanding how computers work, how they're connected, and how they form systems that interact with humans and other computers.	Understanding how data is structured, stored, and used helps students make sense of the digital world.	Developing algorithms, coding them, testing, and debugging. Builds computational thinking skills like decomposition and abstraction.	Encouraging logical thinking, problem-solving, and the ability to model and represent problems systematically.
5. Computer Systems (Hardware and Software)	6. Communication and the Internet (Networks)	7. Impact of Technology (Safety and Ethics)	8. Creating Media (Digital Literacy and Content Creation)
Understanding the internal parts of a computer, how they work together, and how software controls hardware.	Understanding network structures, data transmission, the role of protocols, and the concept of the World Wide Web.	Encouraging critical thinking about how computing affects people and society, including issues of privacy, security, and sustainability.	Developing skills to produce and evaluate digital content responsibly and creatively.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N	To begin to see technology in their surroundings with creative play devices. Eg,play cookers/kettles/traffic lights/small remote control toys.					
R	Exploring technology	Using a mouse	Accessing a computer	Beebots	Typing our names	Consolidation
	Exploring using smartboard and laptops online safety	Begin to gain mouse control	Begin Logging On and logging off of laptops online safety	Begin To explore the basis of algorithm	Mouse and keyboard typing skills online safety	Consolidate skills learnt through the year
1	Systems & Networks	Creating media Digital painting		Programming A Beebots	Programming B Programming animations	
	Technology around us Recognising technology in school and using it responsibly.	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally.		Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Programming animations Designing and programming the movement of a character on screen to tell stories.	
2	Systems & Networks	Creating media Digital photography	Online safety Project Evolve	Programming A Beebots	Programming B programming quizzes	Digital Writing Google slides - text pictures Online Safety
	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.		Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	
3	Systems and networks	Programming A - Sequencing sounds	Creating media - Stop frame animation Online Safety (PE)	Word processing Online Safety (PE)	Programming B - Events and actions in programs	Data and information - Branching databases
	Connecting computers Identifying that digital devices have	Sequencing sounds Creating sequences in a block-based programming language to make music.	Stop-frame animation Capturing and editing digital still images to produce a stop frame		Events and actions in programs Writing algorithms and programs that use a	Branching databases Building and using branching

	inputs, processes, and outputs, and how devices can be connected to make networks		animation that tells a story		range of events to trigger sequences of actions.	databases to group objects using yes/no questions.
4	Systems and networks	Programming A - Repetition in shapes	Online Safety (PE)	Word processing Online safety (PE)	Programming B - Repetition in games	Creating media - Audio production
	The internet Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.			Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.
5	Systems and networks	Creating Media - Video editing	Online safety (PE)	Word processing Online safety (PE)	Programming B - Selection in quizzes	Data and information- Fact file databases
	Systems and searching Recognising IT systems in the world and how some can enable searching on the internet.	Video production Planning, capturing, and editing video to produce a short film.			Selection in quizzes Exploring selection in programming to design and code an interactive quiz.	Flat-file databases Using a database to order data and create charts to answer questions.
6	System and Networks	Programming A - Variables in games	Online safety (PE)	Word processing Online Safety (PE)	Programming B - Sensing movement	Creating Media - Web page creation
	Communication and collaboration Exploring how data is transferred by working collaboratively online.	Variables in games Exploring variables when designing and coding a game.			Sensing movement Designing and coding a project that captures inputs from physical devices.	3D modelling Planning, developing, and evaluation 3D computer models of physical objects.

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computing Systems & Networks	<p>Shows curiosity about various technological devices (e.g., switches, remote controls, tablets, interactive whiteboard). May press buttons or interact with screens to see what happens. Preschool</p> <p>Explores how some everyday technology works (e.g., understands a remote control changes the TV channel, a tablet screen responds to touch). Can identify and name a few common technological devices.</p> <p>Understands that different technologies have different purposes (e.g., a camera takes photos, a radio plays music). Can operate simple technological</p>	<ul style="list-style-type: none"> - Recognise technology in the world around us (e.g., school, home). - Identify and name common uses of information technology. - Understand the purpose of different pieces of technology. - Develop basic skills for using technology (e.g., logging on, using a mouse/touchscreen, opening software). - Consider how to use technology responsibly (basic introduction to online safety). 	<ul style="list-style-type: none"> - Identify examples of information technology beyond school (shops, hospitals, libraries, etc.). - Understand how people use IT in their jobs and everyday life. - Recognise uses of IT for different tasks (e.g., writing, drawing, recording sound). - Develop awareness of how to use IT safely and respectfully. - Begin to consider the impact of technology on society (simple discussions about positives and potential issues). 	<ul style="list-style-type: none"> - Understand that digital devices follow instructions (input–process–output). - Recognise examples of input and output devices. - Learn how computers can be connected to share information. - Explore how digital networks allow devices to communicate. - Begin to understand how messages are sent as data across networks. 	<ul style="list-style-type: none"> - Understand that the Internet is a global network of computers. - Learn about network hardware (e.g., routers, switches, servers). - Understand how data travels in packets across networks. - Explore the concept of websites as information stored on the Internet. - Recognise how search engines help people find information. - Discuss the reliability of online information and how to stay safe. 	<ul style="list-style-type: none"> - Understand systems that process and share information (e.g., school networks, online systems). - Learn about the structure of networks, including LANs (Local Area Networks) and WANs (Wide Area Networks). - Explore the roles of different components in a network (e.g., clients, servers). - Understand how information is transferred and shared online (e.g., email, cloud computing). - Discuss the impact of shared information systems on society, including benefits and risks. 	<ul style="list-style-type: none"> - Understand how data is transferred over the Internet (including protocols like TCP/IP). - Explore how services like the World Wide Web, email, and video conferencing rely on networks. - Recognise how search engines index and rank web pages. - Understand concepts of online communication and collaboration, including working on shared documents. - Learn about the importance of secure communication (e.g., encryption, strong passwords). - Evaluate the impact of communication technologies on society and the economy (including ethical considerations).

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>devices independently for a specific purpose (e.g., turning on a device, navigating to a familiar app). Reception</p>						
Programming A	<p>Begins to follow simple instructions to make things happen (e.g., pushing a button to make a toy move). Shows an understanding of cause and effect with simple actions. pre-school</p> <p>Can give a simple sequence of instructions to a programmable toy (e.g., "forward, forward, turn left"). Anticipates a simple outcome from their actions.</p>	<ul style="list-style-type: none"> - Understand what an algorithm is. - Create simple instructions (algorithms). - Program a robot to follow a sequence of instructions. - Predict the outcome of a sequence. - Debug (fix) simple errors in algorithms. 	<ul style="list-style-type: none"> - Develop algorithms for specific tasks. - Translate algorithms into sequences of instructions (programs). - Program a floor robot to complete a task using an algorithm. - Predict the outcome of programs more confidently. - Debug sequences with increasing independence. 	<ul style="list-style-type: none"> - Understand sequences as a series of instructions in a specific order. - Program sequences that control outputs such as sounds or actions. - Create and edit music sequences using programming tools. - Predict, test, and debug sequences that include audio. - Develop more independence in planning and creating sequences. 	<ul style="list-style-type: none"> - Understand what repetition is and why it is useful in programming. - Use loops to repeat sequences of instructions. - Create programs that use loops to draw shapes or repeat actions. - Plan and create algorithms that incorporate repetition. - Debug and refine programs that include loops. 	<ul style="list-style-type: none"> - Understand selection as a decision-making process in programs (if...then...else). - Use selection to control physical devices (e.g., Crumble controller with LEDs or motors). - Create programs that use selection to respond to sensor input. - Plan and design algorithms that include selection structures. - Test and debug programs involving physical computing components. 	<ul style="list-style-type: none"> - Understand variables as a way to store and change data in programs. - Create variables to control elements of a game (e.g., scorekeeping, timer). - Use variables alongside selection and repetition to make complex, interactive programs. - Plan and create algorithms that incorporate variables effectively. - Test and debug programs with multiple variables and logical structures.
Programming B		<ul style="list-style-type: none"> - Learn what commands are in a program. - Understand how to sequence commands to make things happen. 	<ul style="list-style-type: none"> - Understand what an event is in programming. - Use events to control when actions happen in a program. 	<ul style="list-style-type: none"> - Recognise how events trigger actions in a program. - Create programs where events (like button presses) cause different actions. 	<ul style="list-style-type: none"> - Explore how loops can control the flow of a game (repetition). - Create games that use repetition to 	<ul style="list-style-type: none"> - Build on knowledge of selection to create quizzes that react to user input. - Use conditional statements to program multiple 	<ul style="list-style-type: none"> - Use input and output devices with a microcontroller (Micro:bit). - Create programs that use data from sensors to trigger

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> - Create simple programs to control an on-screen object (Sprite). - Experiment with different sequences to create simple animations. 	<ul style="list-style-type: none"> - Create simple programs that include user input (like key presses). - Design and create a simple quiz that uses sequences and events. - Begin to evaluate and improve your own programs. 	<ul style="list-style-type: none"> - Develop an interactive program using event-driven programming. - Understand the difference between sequences and event-driven actions. - Debug programs that rely on user interaction. 	<ul style="list-style-type: none"> make objects move or react. - Develop an understanding of how infinite loops and count-controlled loops work. - Program simple interactive games that use repetition effectively. - Debug and evaluate games with loops to improve them. 	<ul style="list-style-type: none"> outcomes (e.g., right/wrong answers). - Design and code a multiple-choice quiz with scoring functionality. Debug programs that use selection to ensure accuracy. Evaluate the effectiveness and usability of interactive quizzes. 	<ul style="list-style-type: none"> actions (sensing and responding). - Use selection and variables to make decisions based on sensor input. - Program physical computing projects that sense and respond to changes in the environment (e.g., step counters, alarms). - Debug and refine programs that integrate sensors, selection, and variables.
Creating Media A	<ul style="list-style-type: none"> : Explores digital tools for creation (e.g., drawing apps, simple photo editors). May make marks or sounds Uses a range of digital tools to create and express ideas (e.g., drawing, painting, simple animations, taking photos or videos). Can explain what they have created. 	<ul style="list-style-type: none"> - Recognise the differences between painting on paper and digitally. - Explore digital tools to create art (e.g., using a paint app). - Use shape, line, and colour tools to create simple pictures. - Make choices about which tools to use for different purposes. - Save, retrieve, and edit digital artwork. 	<ul style="list-style-type: none"> - Understand the basics of taking photographs with a digital device. - Explore how to frame a subject and take clear photos. - Review and evaluate photographs, considering improvements. - Use simple editing tools (crop, rotate, adjust brightness). - Understand that digital images can be shared responsibly. 	<ul style="list-style-type: none"> - Understand the purpose of desktop publishing (creating documents for a specific audience). - Combine text and images to create an effective layout. - Use templates to structure work and arrange content effectively. - Modify images (resize, rotate) and text formatting to improve design. - Evaluate how design choices affect the impact of a document. 	<ul style="list-style-type: none"> - Understand that digital images can be manipulated. - Explore tools to crop, rotate, and adjust images. - Apply effects and filters to enhance photos. - Combine multiple images to create a composite picture. - Consider ethical issues when editing images (e.g., misinformation). - Save and export edited work in different file formats. 	<ul style="list-style-type: none"> - Understand that vector drawings are made from shapes, not pixels. - Use vector tools to create and manipulate objects (e.g., layering, grouping). - Combine shapes to create complex vector graphics. - Edit drawings efficiently (duplicate, rotate, resize). - Evaluate the effectiveness of a vector image for different purposes (e.g., logos, posters). 	<ul style="list-style-type: none"> - Understand the purpose and structure of web pages (content, layout, navigation). - Plan a simple website based on a specific audience or purpose. - Create web pages using a digital editor (adding text, images, and hyperlinks). - Evaluate the effectiveness of layout, design, and navigation. - Consider copyright when using images and text.

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<ul style="list-style-type: none"> - Export work in different formats. 	<ul style="list-style-type: none"> - Review and improve the website based on feedback.
Creating Media B		<ul style="list-style-type: none"> - Use technology to create, edit, and format text. - Recognise the difference between using a keyboard and handwriting. - Use basic word processing tools (typing, spacebar, backspace, etc.). - Change text appearance (e.g., font size, colour). - Save and retrieve digital work 	<ul style="list-style-type: none"> - Use digital tools to create and sequence musical patterns. - Understand how music can express feelings and ideas. - Combine sounds to create simple compositions. - Playback and edit digital music. - Evaluate musical pieces and consider improvements. 	<ul style="list-style-type: none"> - Understand that animation is a sequence of images shown quickly to create movement. - Plan and create a storyboard for an animation project. - Capture images using digital devices (e.g., tablets, cameras). - Use software to create a stop-frame animation. - Edit frames and add simple effects or sound. - Evaluate and improve the animation. 	<ul style="list-style-type: none"> - Use digital tools to record and edit audio clips. - Trim, arrange, and combine audio recordings. - Add sound effects and background music to enhance audio. - Create a simple podcast or audio story. - Evaluate the clarity and quality of recordings. - Consider copyright and responsible use of sound files. 	<ul style="list-style-type: none"> - Understand the process of creating a video project (planning, filming, editing). - Plan a video with a storyboard and script. - Record high-quality video clips with attention to framing and focus. - Use editing software to arrange clips, add transitions, text, and sound. - Evaluate the impact of editing choices on the final product. - Export and share videos responsibly. 	<ul style="list-style-type: none"> - Understand that 3D models are computer-generated representations of objects. - Use digital tools to create and manipulate 3D objects (resize, rotate, align). - Combine objects to create complex 3D structures. - Evaluate 3D models for accuracy and purpose (e.g., prototypes, designs). - Export 3D models in different file formats. - Consider real-world uses of 3D modelling (e.g., architecture, game design).
Data & Information	Begins to sort objects based on simple criteria (e.g., colour, size), laying a	<ul style="list-style-type: none"> - Understand what data is (information we can collect and sort). - Sort objects into groups based on physical 	<ul style="list-style-type: none"> - Recognise that data can be represented in different ways. 	<ul style="list-style-type: none"> - Understand what a branching database is and how it organises data. 	<ul style="list-style-type: none"> - Understand that computers can automatically collect data using sensors. 	<ul style="list-style-type: none"> - Understand what a flat-file database is (a simple table structure for storing information). 	<ul style="list-style-type: none"> - Understand that spreadsheets store data in cells, organised into rows and columns.

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>foundation for data organisation.</p> <p>Recognises that some information is stored on devices (e.g., looking at photos on a screen).</p> <p>Can identify simple patterns in collections of digital information (e.g., noticing all the animal pictures are together).</p>	<p>properties (e.g., colour, size).</p> <ul style="list-style-type: none"> - Label groups to explain how data has been organised. - Answer simple questions about groups of objects. - Begin to understand why we group data (to make sense of information). 	<ul style="list-style-type: none"> - Collect data in tally charts and transfer it to pictograms. - Create pictograms using digital tools. <p>Interpret simple pictograms to answer questions (e.g., which has the most/least?).</p> <ul style="list-style-type: none"> - Discuss how data representation helps us understand information quickly. - Begin to make comparisons between different data sets. 	<ul style="list-style-type: none"> - Create simple "yes/no" questions to classify objects or data. - Use branching databases to sort information effectively. - Plan and design a branching database to classify groups of items. - Test and improve classification questions to make data sorting more accurate. - Evaluate the usefulness of a branching database. 	<ul style="list-style-type: none"> - Use data loggers to record information (e.g., sound, light, temperature). - Recognise how data logging is used in real-life scenarios (e.g., weather stations, sports science). - Review and analyse data collected over time. - Present data in charts or graphs to draw conclusions. - Understand the importance of accurate data collection and what can affect it. 	<ul style="list-style-type: none"> - Explore records, fields, and data types (text, number, date). - Use database software to search for and sort data efficiently. - Apply filters and queries to find specific information from a large dataset. - Interpret and draw conclusions from the data found. - Design a flat-file database structure and enter data accurately. 	<ul style="list-style-type: none"> - Use formulas to perform basic calculations (addition, subtraction, multiplication, division). - Apply functions (SUM, AVERAGE, MIN, MAX) to process large amounts of data quickly. - Create and format charts/graphs (bar, pie, line) to present findings visually. - Explore "what if" scenarios by changing data and observing effects. - Evaluate how spreadsheets are used to make data-driven decisions in real life (e.g., budgeting, statistics).
Online safety (Project Evolve)	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Recognise that we are all unique. - Talk about personal likes, dislikes, and feelings. 	<p>Self-Image and Identity - -</p> <p>Recognise that some information is private and should not be shared.</p> <p>Online Relationships</p> <ul style="list-style-type: none"> - Understand how to communicate respectfully 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Begin to understand how online identity can be different from real life. 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Explore how personal information shared online contributes to someone's online identity. 	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Reflect on how personal online choices shape identity and how they are perceived. <p>Online Relationships</p>	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Explore different motivations behind online identities and their impact on users. <p>Online Relationships</p>	<p>Self-Image and Identity</p> <ul style="list-style-type: none"> - Reflect on how online identity can influence behaviour and choices. <p>Online Relationships</p>

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Online Relationships - Know that we can communicate with people online but always with an adult's help. -</p> <p>Understand the importance of kindness when using technology.</p> <p>Online Reputation -Recognise that what we do online leaves a mark.</p> <p>Online Bullying - Understand the concept of being kind online and telling a trusted adult if something upsets them.</p> <p>Health, Well-being, and Lifestyle - Understand the need for regular screen breaks and balance technology use with other activities.</p> <p>Privacy and Security - Know to keep personal information private</p>	<p>online with help from adults.</p> <p>Online Reputation - Begin to recognise that online actions have consequences.</p> <p>Online Bullying - Know what to do if someone is mean online (e.g., tell a trusted adult).</p> <p>Managing Online Information - Understand that not everything online is true.</p> <p>Health, Well-being, and Lifestyle - Discuss making healthy choices when using devices (e.g., limiting screen time).</p> <p>Privacy and Security - Know why we use passwords and the importance of keeping them private.</p> <p>Copyright and Ownership - Recognise ownership of digital content they create.</p>	<p>Online Relationships - Understand how technology can be used to communicate and how to respond appropriately.</p> <p>Online Reputation - Know that things shared online can be seen by others and might be difficult to remove.</p> <p>Online Bullying - Recognise bullying behaviour online and how to report it.</p> <p>Managing Online Information - Understand that some online content is made to persuade or influence.</p> <p>Health, Well-being, and Lifestyle - Discuss how online activity can impact feelings and well-being.</p> <p>Privacy and Security - Learn not to share personal information without permission.</p>	<p>Online Relationships - Develop strategies for respectful online communication.</p> <p>Online Reputation - Understand how online reputation can be shaped by actions and content shared.</p> <p>Online Bullying - Recognise the impact of online bullying and how to get support.</p> <p>Managing Online Information - Understand how search engines rank information and that not all online content is reliable.</p> <p>Health, Well-being, and Lifestyle - Begin to reflect on the benefits and challenges of technology use.</p> <p>Privacy and Security - Recognise what makes a secure password and why it's important.</p>	<p>- Understand risks of online-only relationships and how to maintain safe boundaries.</p> <p>Online Reputation - Recognise that online content can affect reputations long-term.</p> <p>Online Bullying - Identify different forms of online bullying and how to respond appropriately.</p> <p>Managing Online Information - Evaluate information critically, considering bias and reliability.</p> <p>Health, Well-being, and Lifestyle - Understand how online habits can impact physical health (e.g., sleep, posture).</p> <p>Privacy and Security - Learn about</p>	<p>- Develop strategies for managing disagreements or uncomfortable situations online.</p> <p>Online Reputation - Understand that online actions can be permanent and widely visible.</p> <p>Online Bullying - Evaluate different ways to respond to and prevent online bullying.</p> <p>Managing Online Information - Explore misinformation and the role of technology in spreading or stopping it.</p> <p>Health, Well-being, and Lifestyle - Develop strategies for managing screen time and digital well-being.</p> <p>Privacy and Security</p>	<p>- Recognise and manage risks associated with online communication, including inappropriate contact.</p> <p>Online Reputation - Demonstrate awareness of building a positive online presence and protecting their digital footprint.</p> <p>Online Bullying - Lead discussions and initiatives around preventing and responding to online bullying.</p> <p>Managing Online Information - Analyse online content critically and develop methods for fact-checking and evaluating sources.</p> <p>Health, Well-being, and Lifestyle - Take responsibility for personal digital well-being and help educate others about healthy technology habits.</p>

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	(e.g., name, address).		Copyright and Ownership - Understand why we need to ask before using images or content created by others.	Copyright and Ownership - Understand the concept of permission and credit when using other people's work.	two-step verification and ways to protect accounts. Copyright and Ownership - Understand how to source and credit online content appropriately.	- Learn about privacy settings and how to manage them across devices and apps. Copyright and Ownership - Apply knowledge of copyright rules to their own work and projects.	Privacy and Security - Understand data protection rights and responsibilities, including GDPR basics. Copyright and Ownership - Create original content while respecting copyright laws and licensing (e.g., Creative Commons).
Word Processing skills	<p>Shows interest in keyboards and screens. May press keys randomly or attempt to make marks on a digital document.</p> <p>Can locate familiar letters and numbers on a keyboard. Can type their name or a few simple words. Understands that pressing keys makes letters appear on the screen. Can use basic functions like enter or space to form very simple text arrangements.</p>	<p>Introduction to Word Processing</p> <p>Begin to type letters and words using a keyboard (single finger typing). Understand how to open a word processing program (e.g., Microsoft Word, Google Docs).</p> <p>Use basic keyboard keys: Letters, space bar, backspace/delete, and enter/return.</p> <p>Begin to understand how to save their work with adult support.</p> <p>Type simple sentences with support.</p> <p>Explore changing text: Select text.</p>	<p>Developing Basic Skills</p> <p>Begin to type short sentences independently using two hands (introducing home row positioning). Use capital letters and full stops accurately (Shift key introduction). Use the space bar appropriately (one space between words).</p> <p>Edit text: Delete words. Correct mistakes. Change the appearance of text:</p>	<p>Building Confidence</p> <p>Develop familiarity with two-handed typing (encourage correct finger placement). Create and edit text with increasing speed and accuracy. Use more advanced punctuation (e.g., commas, question marks, exclamation marks). Align text (left, centre, right). Insert and resize images independently.</p>	<p>Improving Efficiency</p> <p>Increase typing speed and accuracy (home row and touch typing skills reinforced). Create longer pieces of writing with clear formatting: Paragraphs. Headings and subheadings. Format documents professionally (consistent font styles, sizes, and alignment). Insert and format tables to present information.</p>	<p>Refining Word Processing Skills</p> <p>Demonstrate fluent two-handed typing with improved speed (minimum 20–30 words per minute encouraged). Plan, draft, and edit extended pieces of writing using word processing software. Apply advanced formatting techniques: Styles (heading 1, heading 2, normal text). Columns. Text boxes.</p>	<p>Mastering Word Processing for Purpose and Audience</p> <p>Type confidently and accurately at speed, using touch typing techniques (30+ words per minute as a target). Produce high-quality documents for different audiences and purposes (e.g., reports, letters, presentations). Use templates and create professional-looking documents</p>

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Make simple changes such as changing the size or colour with guidance. Understand the importance of sitting correctly when typing.</p>	<p>Font style. Font size. Font colour. Understand how to save and open documents independently. Begin to insert images into a document with guidance. Use basic formatting tools like bold, italic, and underline.</p>	<p>Begin to use bullet points and numbered lists. Understand how to cut, copy, and paste text and images. Save and organise work into folders. Use undo/redo tools effectively. Begin to use basic spellcheck features.</p>	<p>Use spellcheck and grammar suggestions to correct mistakes. Understand and use page orientation (portrait/landscape). Use headers and footers. Create hyperlinks within a document (optional). Export/save work in different formats (e.g., PDF). Begin to understand copyright when using images and content.</p>	<p>Insert and manipulate images, charts, and tables effectively. Use spellcheck and grammar tools with increasing independence, understanding suggestions. Add and edit hyperlinks to external sources or documents. Add page numbers, footnotes, and endnotes where appropriate. Collaborate on shared documents (e.g., Google Docs), understanding basic version control. Understand and apply safe online collaboration rules.</p>	<p>(resumes, reports, flyers). Apply advanced formatting: Section breaks, page breaks. Table of contents (manual or automatic). Track and review changes in collaborative documents. Use citation and referencing tools within documents. Evaluate the effectiveness of documents (layout, tone, readability). Understand ethical considerations, including copyright and fair use for text and images. Prepare documents for print or online publishing (e.g., PDF formatting, page setup).</p>

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Exploring technology	Computing systems and networks - Technology around us	Systems & Networks	Systems and networks	Systems and networks	Systems and networks	Systems and networks
Vocabulary	computer tablet screen buttons camera speaker	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing	Information technology (IT), computer, barcode, scanner/scan	digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets	internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts	system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking.	communication, protocol, data, address, Internet Protocol (IP), Domain Name Server (DNS), packet, header, data payload, chat, explore, slide deck, reuse, remix, collaboration, internet, public, private, oneway, two-way, one-to-one, one-to-many.

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Using a mouse	Creating media - Digital painting	Creating media Digital photography	Programming A - Sequencing sounds	Programming A - Repetition in shapes	Creating Media - Video production	Programming A - Variables in games
Vocabulary	mouse click drag pointer screen move	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers	device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting,	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.	Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value, trace, decompose, procedure.	video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share.	variable, change, name, value, set, design, event, algorithm, code, task, artwork, program, project, code, test, debug, improve, evaluate, share, assign, declare
	Accessing a computer		Online safety Project Evolve	Creating media - Stop frame animation Online Safety (PE)	Online Safety (PE)	Online safety (PE)	Online safety (PE)
Vocabulary	keyboard log in mouse screen turn on password		Self-Image and Identity: behaviour, actions, sad, upset, embarrassed, worried, uncomfortable, frightened, trust Online Relationships: communicate, online gaming, pen-pal, video call, FaceTime, sharing, personal information, permission, pressure, consent, trusted, accept, decline Online Reputation: consent, incorrect Online Bullying: bullying, feelings, experiences, blame, help Managing Online Information: search	animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.	Self-Image and Identity: online, offline, identity, positive, negative, interact, perceive Online Relationships: strategies, social environments, livestreaming Online Reputation: digital footprint, consequences, reputation Online Bullying: cyberbullying, report, support Managing Online Information: evaluate, credibility, misinformation, bias	Self-Image and Identity: digital identity, anonymity, authenticity Online Relationships: boundaries, empathy, digital etiquette Online Reputation: permanent, digital footprint, consequences Online Bullying: harassment, block, report Managing Online Information: algorithm, filter bubble, source Health, Wellbeing, and Lifestyle: addiction, mental health, self-care	Self-Image and Identity: media influence, stereotypes, self-esteem Online Relationships: consent, grooming, exploitation Online Reputation: digital legacy, employer, university Online Bullying: trolling, bystander, upstander Managing Online Information: deepfake, disinformation, fact-checking Health, Wellbeing, and Lifestyle: digital detox, sleep hygiene,

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>engines, webpage, navigate, home, forward, back, links, tabs, sections, voice-activated searching, Alexa, Google Now, Siri, imaginary, true, real</p> <p>Health, Wellbeing, and Lifestyle: guidance, environments, accessing, public places</p> <p>Privacy and Security: protect, passwords, private, personal information, connected, internet</p> <p>Copyright and Ownership: belong, content, internet</p>		<p>Health, Wellbeing, and Lifestyle: screen time, balance, wellbeing</p> <p>Privacy and Security: two-factor authentication, phishing, secure</p> <p>Copyright and Ownership: plagiarism, citation, license</p>	<p>Privacy and Security: data protection, encryption, privacy settings</p> <p>Copyright and Ownership: intellectual property, fair use, creative commons</p>	<p>mindfulness</p> <p>Privacy and Security: identity theft, cybersecurity, malware</p> <p>Copyright and Ownership: piracy, terms of service, user agreement</p>
	Beebots	Programming A - Moving a robot	Programming A Beebots	Word processing Online Safety (PE)	Word processing Online safety (PE)	Word processing Online safety (PE)	Word processing Online safety (PE)
Vocabulary	<p>robot</p> <p>forwards</p> <p>backwards</p> <p>turn</p> <p>go</p> <p>stop</p>	Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program.	<p>instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition</p>	<p>Self-Image and Identity: identity, represent, avatar, similar, trusting, liking, content, permission, sharing</p> <p>Online Relationships: search, share, personal</p> <p>Online Reputation: copied, information, trusted</p> <p>Online Bullying: appropriate, behave, important, support, appear</p> <p>Managing Online Information: key phrases, search engines, accurate,</p>			

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>autocomplete, suggestion, internet, buy, sell, belief, opinion, fact, memes, news stories, true, fair, content</p> <p>Health, Wellbeing, and Lifestyle: negative impact, relationships, engaged, positive, negative, restrictions, pressure, gaming, websites</p> <p>Privacy and Security: passwords, sharing, pressured, trusted, collect</p>			
	Typing our names	Programming B – Programming animations	Programming B - programming quizzes	Programming B - Events and actions in programs	Programming B - Repetition in games	Programming B - Selection in quizzes	Programming B - Sensing movement
Vocabulary	<p>keyboard</p> <p>letters</p> <p>type</p> <p>name</p> <p>space</p> <p>delete</p>	Scratch Jr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design.	sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.	motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.	Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count-controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate.	Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator	Micro:bit, MakeCode, input, process, output, flashing, USB, trace, selection, condition, if then else, variable, random, sensing, accelerometer, value, compass, direction, navigation, design, task, algorithm, step counter, plan, create, code, test, debug.
	Consolidation		Digital Writing Google slides - text pictures Online Safety	Data and information - Branching databases	Creating media - Audio production	Data and information- Fact file databases	Creating Media - Web page creation
Vocabulary				attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure,	audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer,	database, data, information, record, field, sort, order, group, search, value, criteria, graph,	website, web page, browser, media, Hypertext Markup Language (HTML), logo, layout, header, media,

BIG IDEA	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				compare, order, organise, selecting, information,	import, record, playback, selection, load, save, export, MP3, evaluate, feedback.	chart, axis, compare, filter, presentation.	purpose, copyright, fair use, home page, preview, evaluate, device, Google Sites, breadcrumb trail, navigation, hyperlink, subpage, evaluate, implication, external link, embed.

Units overview						
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
N	To begin to see technology in their surroundings with creative play devices. Eg,play cookers/kettles/traffic lights/small remote control toys.					
R	Exploring technology	Using a mouse	Accessing a computer	Beebots	Typing our names	Consolidation
	Exploring using smartboard and laptops online safety	Begin to gain mouse control	Begin Logging On and logging off of laptops online safety	Begin To explore the basis of algorithm	Mouse and keyboard typing skills online safety	Consolidate skills learnt through the year
1	Systems & Networks	Creating media Digital painting		Programming A Beebots	Programming B Programming animations	
	Technology around us Recognising technology in school and using it responsibly.	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working nondigitally.		Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Programming animations Designing and programming the movement of a character on screen to tell stories.	
2	Systems & Networks	Creating media Digital photography	Online safety Project Evolve	Programming A Beebots	Programming B programming quizzes	Digital Writing Google slides - text pictures Online Safety
	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.	Digital photography Capturing and changing digital photographs for different purposes.		Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.	Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	
3	Systems and networks	Programming A - Sequencing sounds	Creating media - Stop frame animation Online Safety (PE)	Word processing Online Safety (PE)	Programming B - Events and actions in programs	Data and information - Branching databases
	Connecting computers Identifying that digital devices have inputs,	Sequencing sounds Creating sequences in a block-based programming	Stop-frame animation Capturing and editing digital still images to		Events and actions in programs Writing algorithms and	Branching databases Building and using

	processes, and outputs, and how devices can be connected to make networks	language to make music.	produce a stop frame animation that tells a story		programs that use a range of events to trigger sequences of actions.	branching databases to group objects using yes/no questions.
4	Systems and networks	Programming A - Repetition in shapes	Online Safety (PE)	Word processing Online safety (PE)	Programming B - Repetition in games	Creating media - Audio production
	The internet Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.			Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.
5	Systems and networks	Creating Media - Video editing	Online safety (PE)	Word processing Online safety (PE)	Programming B - Selection in quizzes	Data and information- Fact file databases
	Systems and searching Recognising IT systems in the world and how some can enable searching on the internet.	Video production Planning, capturing, and editing video to produce a short film.			Selection in quizzes Exploring selection in programming to design and code an interactive quiz.	Flat-file databases Using a database to order data and create charts to answer questions.
6	System and Networks	Programming A - Variables in games	Online safety (PE)	Word processing Online Safety (PE)	Programming B - Sensing movement	Creating Media - Web page creation
	Communication and collaboration Exploring how data is transferred by working collaboratively online.	Variables in games Exploring variables when designing and coding a game.			Sensing movement Designing and coding a project that captures inputs from physical devices.	3D modelling Planning, developing, and evaluation 3D computer models of physical objects.