

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>COMPUTER SKILLS</b>	<ul style="list-style-type: none"> <li>Operate simple technology equipment and simple software; create simple content; use the internet with adult supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create text using Microsoft Word.</li> <li>Know how to create shapes using brushes and colours in Paint.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to combine text and images using Microsoft Word</li> <li>To know how to print, save, close and open a saved file</li> </ul>	<ul style="list-style-type: none"> <li>Know how to combine text, images, Word Art, bullet points and colour effects using Publisher.</li> <li>Use a keyboard confidently to create text using Microsoft Word.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create a PowerPoint Presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create a green screen video using the Do Ink or iMovie app.</li> <li>Know how to edit and improve text using Microsoft Word features.</li> <li>Know how to create a PowerPoint presentation, including hyperlinks.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to create a Spreadsheet, enter data and change data into a graph using Excel.</li> <li>Know how to apply advanced computer skills using PowerPoint, Word or Publisher software.</li> </ul>
<b>CREATIVITY</b> <i>iPad apps and software by phase groups</i>	<p>To gain experience of technology in other areas of the curriculum.</p> <p><b>iPad apps:</b></p> <ul style="list-style-type: none"> <li>Book Creator</li> <li>Puppet Pals</li> <li>Little writer/digits</li> <li>Camera and video function</li> <li>Scribblify</li> </ul> <p><b>Software:</b></p> <ul style="list-style-type: none"> <li>Paint</li> <li>Internet Browser</li> </ul>	<p>To use technology in other areas of the curriculum with guidance from adults.</p> <p><b>iPad apps. As previous years, and:</b></p> <ul style="list-style-type: none"> <li>Chatterpix</li> <li>Google Earth</li> <li>Kahoot</li> </ul> <p><b>Software. As previous years, and:</b></p> <ul style="list-style-type: none"> <li>Word</li> <li>2 Paint</li> </ul>	<p>To use a variety of software on digital devices to create content in other areas of the curriculum.</p> <p><b>iPad apps. As previous years, and:</b></p> <ul style="list-style-type: none"> <li>Explain Everything</li> <li>Do Ink (Green Screen)</li> <li>Thinglink</li> <li>PhotoSpeak</li> <li>Comic Life</li> <li>Clips</li> <li>Keynote (Bit like Powerpoint - Year 4)</li> </ul> <p><b>Software. As previous years, and:</b></p> <ul style="list-style-type: none"> <li>PowerPoint (Year 4)</li> <li>Publisher</li> <li>Google Expeditions</li> <li>Photos</li> <li>Comic Life</li> </ul>	<p>To independently suggest and use a variety of software on digital devices that can enhance other areas of the curriculum.</p> <p><b>iPad apps. As previous years, and:</b></p> <ul style="list-style-type: none"> <li>Garageband</li> <li>iMovie</li> <li>I can animate</li> <li>iMotion</li> <li>Lego Movie Maker</li> <li>Do Ink (Green Screen)</li> <li>Teleprompter</li> </ul> <p><b>Software. As previous years, and:</b></p> <ul style="list-style-type: none"> <li>QR Code Generators</li> <li>Excel (Year 6)</li> <li>Photostory</li> </ul>			
<b>PROGRAMMING</b>	<ul style="list-style-type: none"> <li>Program a simple electronic device</li> </ul>	<p><b>Discovery Education Block Coding lesson plans: Level 1</b></p> <ul style="list-style-type: none"> <li>Build animated scenes where several objects move at the same time; move when the program starts or move/disappear when they are clicked on</li> <li>Debug mistakes in programs using the codes they have been practising</li> </ul>	<p><b>Discovery Education Block Coding lesson plans: Level 2</b></p> <ul style="list-style-type: none"> <li>Build animated scenes where different keys on a keyboard are used to make objects move in different directions, stop, hide, show and turn.</li> <li>To build animated scenes where objects respond to a pointer; a click; a mouse or a keyboard in the same program; and a combination of different kinds of buttons and actions.</li> <li>Debug mistakes in programs using the codes they have been practising</li> </ul>	<p><b>Discovery Education Block Coding lesson plans: Level 3</b></p> <ul style="list-style-type: none"> <li>Program sequences by putting blocks of code in a particular order that they would like actions to happen in simple animations and simulations.</li> <li>Create code with conditional hit events, which select different pieces of code to execute depending on what happens to objects.</li> <li>Debug mistakes in programs using the codes they have been practising</li> </ul>	<p><b>Discovery Education Block Coding lesson plans: Level 4</b></p> <ul style="list-style-type: none"> <li>Use variables to count things, keep track of what is going on and then create simple games which use a score or time variable.</li> <li>Debug 'variables' mistakes in programs using the codes they have been practising.</li> <li>Use a repeating loop to save having to write the same code over and over again.</li> </ul>	<p><b>Discovery Education Block Coding lesson plans: Level 5</b></p> <ul style="list-style-type: none"> <li>Use key press events to control the co-ordinate position, the speed and direction of an object.</li> <li>Use speed, direction and coordinates coding knowledge to debug mistakes in programs</li> <li>Use random numbers to control certain properties in a program, making things less predictable and more interesting.</li> </ul>	<p><b>Discovery Education Block Coding lesson plans: Level 6</b></p> <ul style="list-style-type: none"> <li>Use variables in more complex ways and to manipulate inputs to create useful outputs.</li> <li>Use your complex variables coding knowledge to fix the mistakes in a variety of programs.</li> <li>Use code to detect the properties of objects and apply these parameters (an object's properties) so that they can be used in some way when creating a game.</li> </ul>

# Coleham Primary School COMPUTING Progression (cumulative knowledge)

2023-24

<p><i>Programming apps, software and hardware by year group</i></p>	<p><b>iPad apps:</b> Bee-bot Tynker Junior</p> <p><b>Hardware:</b></p> <ul style="list-style-type: none"> <li>Beebots</li> <li>Ozobot</li> </ul>	<p><b>iPad apps:</b> Daisy the Dinosaur</p>	<p><b>iPad apps:</b> Lightbot Hour</p>	<p><b>iPad apps:</b> A.L.E.X</p>	<p><b>iPad apps:</b> Scratch Junior Tynker (Hour of Code)</p>	<p><b>iPad apps:</b> Hopscotch</p> <p><b>Software:</b> Scratch – learn the basics of scratch coding.</p>	<p><b>iPad apps:</b> Pyonkee (Version of Scratch for iPads)</p> <p><b>Software:</b> Kodu Scratch – Apply scratch coding learnt last year to create a basic game for others to play. Crumble – Applying code to a motorised project in D.T.</p> <p><b>Hardware:</b> Microbit – Pocket-sized computer</p>
<p><b>COMPUTING IN SOCIETY</b></p>	<ul style="list-style-type: none"> <li>Know that information can be retrieved from digital devices and the internet.</li> <li>Show an interest in technological toys, real technological objects such as cameras, and touchscreen devices such as mobile phones and tablets.</li> </ul>	<ul style="list-style-type: none"> <li>Identify technology used at school and home and look for similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify technology used at school, home and public places.</li> <li>Explore the school website, its content and how it is organised.</li> <li>Search the internet using one keyword.</li> </ul>	<ul style="list-style-type: none"> <li>Know what a network is.</li> <li>Search the internet using several key words.</li> <li>Understand that not all information on the internet is truthful.</li> <li>Know who Mary Coombs was (the first woman in Britain to program a commercial computer), her life, achievements and their impact.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the school network is organised.</li> <li>Identify how word selection and word order affects search results.</li> <li>Evaluate webpages.</li> <li>Begin to be more discerning about information found on the internet.</li> <li>Know who Bill Gates is, his life, achievements and their impact.</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between the internet and the world wide web.</li> <li>Know how search results are selected, ranked and displayed and choose relevant webpages.</li> <li>Be discerning about information found on the internet.</li> <li>Know who Steve Jobs was, his life, achievements and their impact.</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the internet provides an opportunity to communicate and collaborate and its advantages.</li> <li>Continue to evaluate webpages and their relevance.</li> <li>Be critical of information found on the internet.</li> <li>Know who Alan Turing was, his life, achievements and their impact.</li> </ul>
<p><b>E-SAFETY</b></p>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: EYFS</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Recognise sad, angry, worried and scared emotions</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Give examples of how they use technology with people they know.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know ways that they can put information on the internet.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Know that some people can be unkind online.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Know that there are rules to help keep us safe and healthy in school and at home when using technology.</li> </ul> <p><u>Privacy &amp; Security</u></p> <ul style="list-style-type: none"> <li>Know some simple examples of personal information and</li> </ul>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: Year 1</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Tell a trusted adult if something happens that makes them feel sad online.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Know when they should ask permission to do something online.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know what information I should not put online without asking a trusted adult first.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Know how to be kind online.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Know some rules to keep us safe and healthy in school and at home when using technology.</li> </ul> <p><u>Privacy &amp; Security</u></p> <ul style="list-style-type: none"> <li>Know some examples of personal information and</li> </ul>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: Year 2</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Give examples of issues online that might make someone feel sad, and how they might get help.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Know who they should ask before sharing things about themselves or others online.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know who to talk to if something has been put online without consent or if it is incorrect.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Know what online bullying is and how it can make someone feel.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Understand how rules for using technology in different settings (e.g. home, school) can help us.</li> </ul>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: Year 3</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Know what is meant by the term 'online identity'.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Understand how someone's feelings can be hurt by what is said or written online.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know why they don't want certain information to be shared by themselves or by someone else.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Know how to behave towards other people online and why this is important.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Know why spending too much time using technology can sometimes have a negative impact</li> </ul> <ul style="list-style-type: none"> <li>Understand why some online activities have age</li> </ul>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: Year 4</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Know the importance of interacting positively with others online</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Recognise healthy and unhealthy online behaviours.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know that information about anyone online could have been created, copied or shared by others.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Know that people need to think about how content they post can affect others and how it may affect how others feel about them.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Know strategies to help with limiting the amount of time they use technology.</li> </ul> <p><u>Privacy &amp; Security</u></p>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: Year 5</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Make responsible choices about having an online identity.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Know that there are some people who may try to communicate with them online who may want to do them or their friends harm.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know that online information about anyone can be used by others to make incorrect judgments about an individual.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Online bullying (Cyberbullying) can be different to bullying in the offline world.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Know ways that technology</li> </ul>	<p><i><a href="http://nationalcollege.com">nationalcollege.com</a> National Online Safety lesson plans: Year 6</i></p> <p><u>Self-image &amp; Identity</u></p> <ul style="list-style-type: none"> <li>Know why it is important to challenge and reject inappropriate online content.</li> </ul> <p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>Know that choosing to share something online may have an impact either positively or negatively.</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>Know ways to protect their online reputation.</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>Know how to capture bullying content as evidence to share with others who can help them.</li> </ul> <p><u>Health, Wellbeing &amp; Lifestyle</u></p> <ul style="list-style-type: none"> <li>Limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture,</li> </ul>

	<p>that they need to be careful who they tell it to</p>	<p>who would be trustworthy to share this information with</p>	<p><u>Privacy &amp; Security</u></p> <ul style="list-style-type: none"> <li>Know what is meant by 'private' and 'keeping things private'.</li> </ul>	<p>restrictions</p> <p><u>Privacy &amp; Security</u></p> <ul style="list-style-type: none"> <li>Know strategies for creating and keeping passwords private.</li> </ul>	<ul style="list-style-type: none"> <li>Know that internet use is never fully private and is monitored</li> <li>Know that some online services may seek consent to store information about them.</li> <li>Know what the digital age of consent is.</li> </ul>	<p>can affect health and well-being positively.</p> <ul style="list-style-type: none"> <li>Seek permission from a trusted adult before purchasing additional content (e.g. in-app purchases, loot boxes) on apps and games.</li> </ul> <p><u>Privacy &amp; Security</u></p> <ul style="list-style-type: none"> <li>Understand how many free apps or services may read and share private information with others.</li> <li>Know what app permissions are.</li> </ul>	<p>sleep, diet and exercise).</p> <ul style="list-style-type: none"> <li>Recognise features of persuasive design in games and apps to keep users engaged.</li> </ul> <p><u>Privacy &amp; Security</u></p> <ul style="list-style-type: none"> <li>Know how to identify illegal online content, phishing emails and scam messages</li> </ul>
<p><b>ACCEPTABLE USE POLICY</b></p>	<p><b>Coleham School Acceptable Use Policy for KS1.</b></p> <p><b>I will:</b></p> <ul style="list-style-type: none"> <li>Show my teacher if I get a nasty message</li> <li>Not reply to any messages which make me feel sad or worried</li> <li>Make sure all messages I send are polite</li> <li>Not upload photographs of myself without asking my teacher</li> <li>Only communicate with people I know in real life</li> <li>Not tell people about myself online. (I will not tell them my name, anything about my home, my family, my school or my pets.)</li> <li>Never agree to meet a stranger</li> <li>Check with a teacher before using the internet</li> <li>Only open website pages which a teacher has said are OK</li> <li>Tell a teacher if anything makes me feel scared or unhappy on the internet</li> <li>Only email people I know and if a teacher agrees it is OK</li> </ul>		<p><b>Coleham School Acceptable Use Policy for KS2.</b></p> <p><b>I will:</b></p> <ul style="list-style-type: none"> <li>Look after computing equipment including respecting the internet</li> <li>Not use my own mobile phone or other electronic device in school.</li> <li>Make sure all messages I send are kind and respectful.</li> <li>Not reply to any nasty message which makes me feel unhappy or worried.</li> <li>Show a responsible adult anything online that makes me feel unsafe, worried or uncomfortable.</li> <li>Not reply to strangers and report messages from strangers straight away to my teacher.</li> <li>Always keep my personal details private. (My name, family information, journey to school, my pets and hobbies are all examples of personal details.)</li> <li>Talk to a responsible adult if a friend I've met online wants to meet me.</li> <li>Never arrange to meet an online friend by myself.</li> <li>Only share messages and images that are legal.</li> <li>Always check with a responsible adult before I share images of myself or others.</li> <li>Only give my mobile phone number to friends I know and trust in real life.</li> <li>Always keep my passwords safe and not share them with anyone.</li> <li>In school time, only email people who my teacher has given me permission to email.</li> <li>Only visit websites which my teacher has asked me to use.</li> <li>Not click on 'pop-ups' on my screen. Tell my teacher about them.</li> </ul>				