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| **Term** | **Domain** | **Skills/LO** | **Programs** | **Digital Citizenship** |
| Autumn 1 | E-safety | use technology safely and respectfully, keeping personal information private  use technology safely and recognise acceptable and unacceptable behaviour | **Internet**  **Microsoft office:** Identifying where information can be saved and stored on our system, who has access?  Use of passwords | *Terminology, Safety and good practice online, Use of Equipment* |
| Autumn 2 | Computers and using computers | recognise familiar forms of input and output devices and how they are used  make efficient use of familiar forms of input and output devices  with support select and use a variety of software to accomplish goals | **BBC Bitesize**: input and output devices  **Use the Wii** – the controller is the input device, the action delivered by the character is the output  Efficient use of a printer – can they scale Word up and down before printing (Wasted paper)  **Powerpoint –** Stone Age to provide historical information | *Terminology, Use of programs, Use of Equipment* |
| Spring 1 | Networks | understand that computer networks enabling the sharing of data and information  understand that the internet is a large network of computers and that information can be shared between computers | **Internet**  **Social Media**  **Netflix profiles**  **Sending emails and files to other schools i.e. France**  **Asking the school community via HT Twitter**  **School Web page sharing information**  **Create a class network** | *Safety and good practice online*  *Keyboard skills*  *Health and Wellbeing* |
| Spring 2 | Net Searching | use simple search technologies  use simple search technologies and recognise that some sources are more reliable than others | **Internet search** engines: Differences and similarities (Google, Bing, Yahoo)  Are all websites reliable? Can you find information that contradicts each other on the internet? When? | *Safety and good practice online*  *Keyboard skills* |
| Summer 1 | Coding | use logical reasoning to explain how some simple algorithms work | Use **Scratch** to create algorithms to control a program (CodeIt) after children use logic to explain simple instructions. |  |
| Summer 2 | Coding | design, write and debug programs that control or simulate virtual events |  |  |