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| **Term** | **Domain** | **Skills/LO** | **Programs** | **Digital Citizenship** |
| Autumn 1 | E-safety | Use technology responsibly and understand that communication online may be seen by others  Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies | **Internet**  **APPs:** explore apps and their uses  **Explore the dangers of Playstation and x-box online** | *Terminology, Safety and good practice online, Use of Equipment* |
| Autumn 2 | Computers and using computers | Use other input devices such as cameras or sensors  With support select and use a variety of software on a range of digital devices  With support select, use and combine a variety of software on a range of digital devices to accomplish given goals | Use cameras to create a stop motion film  Use ‘Garage music’ to create a soundtrack | *Terminology, Use of programs, Use of Equipment,* *Technology & our Lives* |
| Spring 1 | Networks | Understand what services are and how they provide services to a network | 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*  *Technology & our Lives*  *Use of Programs* |
| Spring 2 | Net Searching | Understand how results are selected and ranked by search engines | **Internet search** engines: Differences and similarities (Google, Bing, Yahoo)  Compare an online search with an off line search – visit the library to research facts. Compare it to an online search on the same topic. | *Safety and good practice online*  *Keyboard skills* |
| Summer 1 | Coding | Decompose programs into smaller parts  Use logical reasoning to detect and correct errors in algorithms and programs | Magic Carpet – programming (Code-it)  Provide children with an incorrect set of instructions on Scratch for a defined outcome. They need to break down the codes into parts and find the errors. | *Use of Programs*  *Terminology*  *Technology & our Lives* |
| Summer 2 | Coding | Select, use and combine a variety of software, systems and content that accomplish given goals | Design a simple game or challenge on scratch for others to play or complete | *Use of Programs*  *Terminology*  *Technology & our Lives* |