

Dunswell Computing Curriculum Coverage Overview

<u>Term</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>	<u>Additional Unit</u> <u>-deliver through</u> <u>maths/science</u>
<u>EYFS</u>	<u>Computing Systems and networks</u> Exploring different technology. How technology is used in the home and community.	<u>Creating Media</u> Digital painting using laptops (Year 1 unit)	<u>Programming A</u> Follow simple instruction to control a device - Programming Beebots	<u>Data and information</u> Grouping data – see Year 1 plans for this unit
<u>Year 1 and 2</u> Cycle 1	<u>Computing Systems and Networks</u> Technology Around Us	<u>Creating Media</u> Digital Photography	<u>Programming A</u> Robot Algorithms	<u>Data Information</u> Pictograms
	<u>Computing Systems and Networks</u> Technology Around Us	<u>Creating Media</u> Digital Writing (use either Book Creator, Seesaw, j2e or Pic Collage)	<u>Programming B</u> Introduction to animation	<u>Data Information</u> Pictograms
<u>Year 3 and 4</u> Cycle 1	<u>Computing Systems and Networks</u> Connection Computers	<u>Creating Media</u> Desktop Publishing	<u>Programming A</u> Sequence in music	<u>Data Information</u> Branching Databases
	<u>Computing Systems and Networks</u> The Internet	<u>Creating Media</u> Audio Editing	<u>Programming A</u> Repetition in Shapes Logo/Turtle	<u>Data Information</u> Data Logging – Arduino Science Journal App Teach within Science
<u>Year 5 and 6</u> Cycle 1	<u>Computing Systems and Networks</u> Communication	<u>Creating Media</u> Web Page Creation	<u>Data and Information</u> Spreadsheets	Over the two-year cycle please also teach <u>Creating Media</u> Video Editing
	<u>Programming A</u> Variables in Games	<u>Creating Media</u> 3D Modelling	<u>Programming B</u> Sensing Micro:bit unit. Covers selection and variables in one unit. Works well with DT and Science.	

Teach orange units together so children cover these both years but they complete their own year group activity.

Dunswell Long Term Plan (E-safety) Educated for A Connected World

Term	Autumn	Spring	Summer	Additional Unit – Through class assemblies/discussions
EYFS	<p>Self-Image and identity</p> <p>I can recognise on and offline I know that anyone can say no, please stop or I'll tell</p>	<p>Online relationships</p> <p>I can recognise ways we use the internet to communicate I can give examples of how I might use technology to communicate</p>	<p>Online reputation</p> <p>I can identify ways that I can put information on the internet Managing information online I can talk about how to use the internet to find information Identify devices I could use to access the Internet</p>	<p>Online Bullying</p> <p>I can describe ways people can be unkind online I can offer examples of how this can make others feel</p>
Year 1 and 2 Cycle 1	<p>Self-Image and identity</p> <p>I can recognise there may be people online who could make use feel sad or upset</p> <p>I can give example of issues online that might make someone feel sad I can give examples of how they might get help</p>	<p>Online relationships</p> <p>I can give examples of when to ask permission to do something online</p> <p>I can use the internet with adult support to communicate with people I know I can explain why it is important to be considerate and kind to people online I can explain why things one person finds funny or sad online may not always be seen in the same way by others</p>	<p>Online reputation</p> <p>I can recognise that information can stay online and be copied I can describe what information I should not put online without asking first</p> <p>I can explain how information put online about someone can last for a long time I can describe</p>	<p>Online bullying</p> <p>I can describe how to behave online in ways that do not upset others</p> <p>Online bullying</p> <p>I can explain what bullying is, how people may bully and how others feel I can explain why anyone who experiences bullying is not to blame</p>
Cycle 2	<p>Privacy and security</p> <p>I can recognise more detailed examples of information that is personal I can explain why it is important to always as a trusted adult before sharing personal</p>	<p>Recap online relationships as above</p>	<p>Managing online information</p> <p>I can use simple keywords in search engines I can demonstrate how to navigate a simple webpage to get</p>	

	<p>information online</p> <p>I can give examples of what is meant by private and keeping things private</p> <p>I can describe and explain some rules for keeping personal information private</p>		<p>information I need</p> <p>I can explain what voice activated searching is and how it might be used and know it is not a real person</p> <p>I can explain the difference between things that are imaginary, made up or make believe</p> <p>I can explain why some information I find online might not be real or true</p>	
<p>Year 3 and 4 Cycle 1</p>	<p>Self-Image and identity</p> <p>I can explain what is meant by the term identity</p> <p>I can explain how people can represent themselves in different ways online</p> <p>I can explain ways in which someone might change their identity depending what they are doing online</p> <p>I can explain how my online identity can be different to my offline identity</p> <p>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how</p> <p>I can explain that others online can pretend to be someone else including my friends</p>	<p>Online relationships</p> <p>I can describe ways people who have similar likes and interests can get together online</p> <p>I can explain what it means to know someone online and why it might be different from someone offline</p> <p>I can explain what is meant by trusting someone online</p> <p>I can describe strategies for safe and fun experiences in a range of online social environments</p> <p>I can give examples of how to be respectful to others online and how to recognise healthy and unhealthy behaviours</p> <p>I can explain how content share online may feel unimportant to one person but important to others</p>	<p>Online relationships</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried</p> <p>I can explain how someone's feelings can be hurt by what is written</p> <p>I can explain the importance of giving and gaining permission before sharing things online, how sharing online is the same as offline</p> <p>Online reputation</p> <p>I can describe how to find information about others by searching online</p> <p>I can explain ways that some of the information about anyone online could have been created, copied or shared</p>	<p>Online bullying</p> <p>I can describe appropriate ways to behave towards other people online and why it is important</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support</p> <p>Online Bullying</p> <p>I can recognise when someone is upset, hurt or angry online</p> <p>I can describe ways people can be bullied through a range of media</p> <p>I can explain why</p>

<p>Cycle 2</p>	<p>Health and Well-being</p> <p>I can explain why spending too much time on technology can sometimes have a negative impact</p> <p>I can give examples of positive and negative activities where it is easy to spend time</p> <p>I can explain why some online activities have age restrictions and why it is important to follow them</p> <p>I can explain how using technology can be a distraction from other things – both positive and negative</p> <p>I can identify times or situation when someone may need to limit their time on technology</p>	<p>Recap online relationships as above</p>	<p>Privacy and Security</p> <p>I can describe strategies for keeping personal information private</p> <p>I can explain that internet use is never fully private and is monitored</p> <p>I can describe how some online services may seek consent to store information about me</p> <p>I know what the digital age of consent is and the impact this has on online services asking for consent</p>	<p>people need to think carefully about how content they post might affect others and their feelings</p>
<p><u>Year 5 and 6</u> Cycle 1</p>	<p>Self-image and identity</p> <p>I can explain how identity online can be copied, modified or altered</p> <p>I can demonstrate how to make responsible choices about an online identity</p> <p>I can identify and critically evaluate online content relating to gender, race,, religion etc. and explain why it is important to challenge representations online</p> <p>I can describe issues online that can make anyone feel sad, worried, uncomfortable or frightening</p> <p>I can explain the importance of asking until I get the help needed</p>	<p>Online relationships</p> <p>I can explain how sharing something online may have a positive or negative impact</p> <p>I can describe how to be kind and show respect for other online</p> <p>I can describe how things shared privately online can have unintended consequences for others</p> <p>I can explain that taking or sharing inappropriate images of someone may have an impact.</p>	<p>Privacy and Security</p> <p>I can explain what app permission are and give examples</p> <p>I can describe effective ways people can manage passwords</p> <p>I can explain what to do if a password is shared, lost or stolen</p> <p>I can describe how and why people should keep their software and apps up to date</p> <p>I can describe simple ways to increase privacy on apps</p> <p>I can describe ways in which some online content targets people to gain money or information illegally</p> <p>I know that online services have terms and conditions that govern</p>	<p>Online Bullying</p> <p>I can recognise online bullying can be different to bullying in the physical world</p> <p>I can describe how what one person perceives as playful and joking, others may see as bullying</p> <p>I can explain how anyone can get help if they are being bullied online</p> <p>I can identify a range of ways to report concerns in and out of school</p>

<p>Cycle 2</p>	<p>Health and wellbeing</p> <p>I can describe ways technology can affect health and well-being both positively and negatively</p> <p>I can describe some strategies, tips or advice to promote health and well-being</p> <p>I recognise the benefits and risks of accessing information about health and well-being</p> <p>I can explain how and why some app and games may request payment for additional content</p>	<p>Recap online relationships where possible</p> <p>Copyright and Ownership</p> <p>I can assess and justify when it is acceptable to use the work of others</p> <p>I can give examples of content that is permitted to be reused and know how this can be found online</p>	<p>their use</p> <p>Managing online information</p> <p>I can explain what is meant by being sceptical and give examples</p> <p>I can evaluate digital content and explain how to make choices about what is trustworthy</p> <p>I can explain key concepts including information, reviews, fact, opinion etc.</p> <p>I can identify ways the internet can draw us to information for different agendas</p> <p>I can describe ways of identifying when online content has been commercially sponsored</p> <p>I can explain what is meant by the term stereotype and how they are reinforced online</p> <p>I can describe how fake news may affect someone's emotions</p> <p>I can explain what is meant by a hoax</p>	<p>I can explain how to block abusive users</p> <p>I can describe the helpline services which can help people being bullied</p> <p>I can describe how to capture bullying content as evidence to share</p> <p>I can explain how someone can report bullying</p>
	<p>I can describe common systems that regulate age-related content</p> <p>I recognise and can discuss the pressures that technology can place on someone and how they can manage this</p> <p>I can recognise the features of persuasive design</p> <p>I can assess and action different strategies to limit the impact of technology on health</p>			

Year 2 resources

Year 4 resources

Year 6 resources