Whole School Unit Overview:

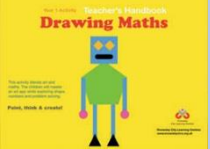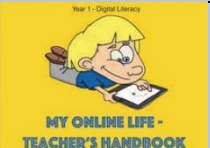| Year Group	Autumn 1 (Digital Literacy)	Autumn 2 (Byte sized)	Autumn 2 (Byte sized)	Spring 1 (Digital Literacy E-Safety)	Spring 2 (Computer Science)	Summer 1 (Information Technology)	Summer 2 (Fun/Application)	Additional units
EYFS	Technology & Me	Shape Hunt	Beats & Rhythms	My Online Life	Robots	Animal Safari	Nursery Rhyme Coding	Pretty Pictures
One	Modern Tales	Animate with Shapes	Drawing Maths	My Online Life – Teacher's Handbook	What is a Computer?	Minibeasts	My Friend the Robot	School News
Two	Online Buddies	Heads Up!	Maths Madness	My Online Life – Teacher's Handbook	Code a Story	Story Land	Presentations & Typing	
Three	Online Detectives	Keyboard Adventures	T-Shirt Designer	My Online Life – Teacher's Handbook	The Dancing Robot Game	Rainforests	Be Digitally Awesome	Programming with Robots
Four	Real or Fake? Teacher's Handbook	Minecraft Challenges	Wizard School	My Online Life – Teacher's Handbook	Endangered Animals	Dinosaurs	Hour of Code	
Five	In Focus: A YouTuber – Teacher's Handbook	Video Game Music Composer	News Reporter and Podcaster	My Online Life – Teacher's Handbook	Girls versus Boys	Making AR Games	Web Designer	
Six	Online Safety Dilemmas	Solve It Club	Quiz Show Host	My Online Life – Teacher's handbook	VR Worlds	Chicken Run	Coding Playground	

EYFS Overview:

Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)		
Autumn 1 (Digital Literacy)	**Mandatory Skills:** • I can use a camera. • I can go online. • I can do the basics with technology. **Computer Science:** • I can explain an algorithm. • I can explain sequencing. **Information Technology:** • I can select and use technology for particular purposes. **Digital Literacy:** • I can discuss the use of technology in the world around me. • I can use a search engine.	Technology Share Google Computer iPad/tablet	App Camera Sequence Instructions Internet	Algorithm Zoom Printer Keyboard Save
Autumn 2 (Byte sized)	**Mandatory Skills:** • I can use a camera. • I can do the basics with technology. **Information Technology:** • I can select and use technology for particular purposes. **Digital Literacy:** • I can discuss the use of technology in the world around me.	Shape Photography Delete Hunt Download Keyboard	Camera Flash Application iPad eBook Computer	App Scan USB Tablet Zoom Gallery
Autumn 2 (Byte sized)	**Mandatory Skills:** • I can use a camera. • I can do the basics with technology. **Information Technology:** • I can select and use technology for particular purposes.	iPad Headphones Percussion	App/Application Technology	Sequence iPad/Tablet
Spring 1 (Digital Literacy E-Safety)	**Mandatory Skills:** • I can do the basics with technology. • I can go online. • I can use a camera. **Information Technology:** • I can select and use technology for particular purposes. **Digital Literacy:** • I can discuss the use of technology in the world around me. • I understand that people can talk to each other (communication) online. • I can use a search engine. • I can discuss the rules for staying safe online. • I know online content is made and belongs to someone.	Reputation Online Bullying Copyright Camera Self-Image Identity Trust	Share Risks Profile Password Information Private	Empathy Internet iPad/tablet Google Keyboard App Application

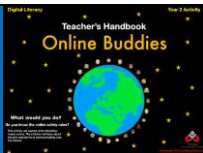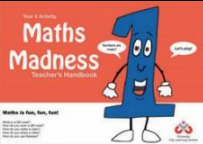|				
Spring 2 (Computer Science)	**Mandatory Skills:** • I can do the basics with technology. • I can use a camera. **Computer Science:** • I can explain an algorithm. • I can explain sequencing. • I can give instructions to a programmable toy. **Information Technology:** • I can select and use technology for particular purposes.	Robot Algorithm Sequence Coding	Program Instruction Forward	Backwards Direction Coordinates
Summer 1 (Information Technology)	**Mandatory Skills:** • I can use a camera. • I can do the basics with technology. **Information Technology:** • I can select and use technology for particular purposes.	iPad Keyboard Delete Safari Download Computer Camera	Seesaw Tally Chart QR Code eBook Data	App Scan Tablet Zoom Application Flash
Summer 2 (Fun/Application)	**Mandatory Skills:** • I can do the basics with technology. • I can use a camera. **Computer Science:** • I can explain an algorithm. • I can explain sequencing. • I can give instructions to a programmable toy.	Instructions Camera Robot QR code Sequence Share Technology	Control Google Information Internet Algorithm Computer iPad/tablet	App (application) Keyboard Button Printer Save Zoom.
Additional units	**Mandatory Skills:** • I can use a camera. • I can do the basics with technology. **Information Technology:** • I can select and use technology for particular purposes.	iPad Camera Photograph Save	Print Zoom Seesaw	Digital Publish Upload

Year One Overview:

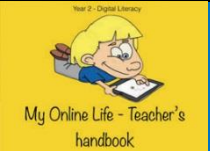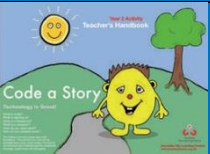| Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)		
  Autumn 1 (Digital Literacy)	**Mandatory Skills:** • I can do the basics with technology. • I can take a good quality photograph and video on an iPad/digital camera. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. • I can collect and sort data. **Digital Literacy:** • I can recognise the ways we use technology in our classroom, my home and community. • I can use a search engine. • I understand something online may upset and know where to find help it anything does. • I can describe how to behave online in ways that do not upset others and can give examples. • I know the rules of using technology at home or in school. • I can explain what personal information is and give examples of it.	Internet QR Code Personal Information Follow Trust Online Risks Profile Avatar	Private Password Trusted adult Login Share Digital Communicate Icon	Website Private Information Online rules Folder Files Save Edit
  Autumn 2 (Byte sized)	**Mandatory Skills:** • I can do the basics with technology. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. **Digital Literacy:** • I can communicate politely via the internet.	Communicate Digital Illustration Frame	Share Icon Website Folder Files	Save Edit Animation Still Frame
  Autumn 2 (Byte sized)	**Mandatory Skills:** • I can do the basics with technology. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. **Digital Literacy:** • I can communicate politely via the internet.	App Digital Sketch 3D Illustration Tool Illustrator Folder	Files Computer Tablet Sign-in Upload Photos Comments	Tool Icon Menu Video Audio Landscape Portrait Sketch
  Spring 1 (Digital Literacy E-Safety)	**Mandatory Skills:** • I can do the basics with technology. • I can take a good quality photograph and video on an iPad/digital camera. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. • I can collect and sort data. **Digital Literacy:** • I can recognise the ways we use technology in our classroom, my home and community. • I can use a search engine. • I understand something online may upset and know where to find help it anything does. • I can communicate politely via the internet. • I understand that once something it posted you lose control if it.	Reputation Online Bullying Copyright Emoji Self Image Identity Trust Online Risks Wifi / Wireless Follow	Profile Password Trusted adult Private Empathy Game Download Login Send Digital Online rules	Communicate Icon Personal Information Website Online Bullying Search Private Information Link Menu Bluetooth

	• I can describe how to behave online in ways that do not upset others and can give examples.			
Spring 2 (Computer Science)	**Mandatory Skills:** • I can do the basics with technology. • I can take a good quality photograph and video on an iPad/digital camera. **Computer Science:** • I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem. • I can create algorithms that can be turned into a program using a robot or digital device. • I can independently debug simple sequence errors in a program. • I can use logical reasoning to predict the outcome of simple programs. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. • I can collect and sort data. **Digital Literacy:** • I can recognise the ways we use technology in our classroom, my home and community. • I can communicate politely via the internet.	eMail Keyboard Mouse Monitor Data Printer Speakers DVD/CD	CD-DVD Drive Camera Wireless Hard Drive Software Hardware QR Code Processor	Send/Receive Sign-in Sequence Algorithm Debug Robot Program Sprite Instructions
Summer 1 (Information Technology)	**Mandatory Skills:** • I can do the basics with technology. • I can take a good quality photograph and video on an iPad/digital camera. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. • I can collect and sort data. **Digital Literacy:** • I can recognise the ways we use technology in our classroom, my home and community. • I can use a search engine. • I can communicate politely via the internet	Internet Information Online Mini-beast Communicate Self portrait	Design Landscape Download Digital Illustration Green screen Login	Share Icon Website Folder Files Save Edit
Summer 2 (Fun/Application)	**Mandatory Skills:** • I can do the basics with technology. • I can take a good quality photograph and video on an iPad/digital camera. **Computer Science:** • I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem. • I can independently debug simple sequence errors in a program. • I can use logical reasoning to predict the outcome of simple programs. • I can create algorithms that can be turned into a program using a robot or digital device. **Information Technology:** • I can use technology to create and present my ideas. • I can organise and store my digital work. **Digital Literacy:** • I can recognise the ways we use technology in our classroom, my home and community. • I can communicate politely via the internet.	Robot Design Algorithms Debugging QR code	Instructions Sequencing Bugs App Sensors Software	Hardware Processor Emoji Program Machines

Additional units	**Mandatory Skills:** (MS) I can do the basics with technology. (MS) I can take a good quality photograph and video on an iPad/digital camera. (IT) I can use technology to create and present my ideas. (IT) I can organise and store my digital work. (IT) I can collect and sort data. (DL) I can use a search engine. (DL) I can communicate politely via the internet. (DL) I am aware that content online is owned by the person that created it.	News	Camera	Sign-in
		Keyboard	Video	Landscape
		Mouse	Document	Portrait Green
		Save	Software	Screen
		Data	File	Effects
		Digital	Folder	Copyright
		Website	Communicate	Emoji
		Link	Send/Receive	Icon
		Photo	Keywords	Tools
		Browser	Search	Download

Year Two Overview:
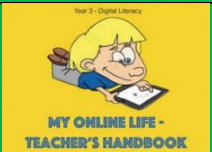
Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)		
Autumn 1 (Digital Literacy)	**Mandatory Skills:** • I can save, share and retrieve my digital work. • I can use technology to organise and present my ideas. **Information Technology:** • I can use design and formatting to enhance my digital work. • I can create with technology. E.g. Video, animation, 3D **Digital Literacy:** • I can give examples of how technology is used to communicate beyond school. • I understand that somethings online may upset me and that I cannot trust everyone online. (Self Image) • I can use online services to communicate safely. (Online Relationships) • I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) • I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) • I can use a search engine and I am aware that not everything I read online is true. (Online Bullying) • I know the rules of using technology at home or in school. (Health well being) • I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)	Reputation Online Bullying Copyright Communicate Self Image Identity Trust Digital Book Risks	Profile Password Images Private Empathy Font Post Template Chat	Behave WWW Username Software Browser Avatars Data Interact Scan Evaluation Facts Fictitious/Fake
Autumn 2 (Byte sized)	**Information Technology:** • I can create digital content using more than one app or piece of software to enhance it. • I can use technology to organise and present my ideas in different ways.	Google Search Search Engine		
Autumn 2 (Byte sized)	**Digital Literacy:** • I can share my work with other others.	QR Code Scan		

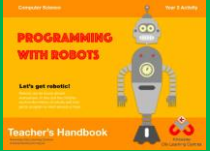|				
Spring 1 **(Digital Literacy** **E-Safety)**	**Digital Literacy:** • I can explain how other people's online identity can be different to their identity in real life. • I can describe ways in which people might make themselves look different. • I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. • I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). • I can give examples of how I might use technology to communicate with others I don't know well. • I can explain how information put online about me can last for a long time. • I know who to talk to if I think someone has made a mistake about putting something online. • I can give examples of bullying behaviour and how it could look online. • I understand how bullying can make someone feel. • I can talk about how someone can/would get help about being bullied online or offline. • I can use keywords in search engines. (DL) I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be true. • I can explain simple guidance for using technology in different environments and settings. • I can say how those rules/guides can help me. • I can describe how online information about me could be seen by others. • I can describe and explain some rules for keeping my information private. • I can explain what passwords are and can use passwords for my accounts and devices. • I can explain how many devices in my home could be connected to the internet and can list some of those devices. • I can describe why other people's work belongs to them. • I can recognise that content on the internet may belong to other people.	Reputation Online Bullying Copyright Self Image	Identity Trust Risks Profile	Password Private Empathy
Spring 2 **(Computer** **Science)**	**Mandatory Skills:** • I can save, share and retrieve my digital work. • I can use technology to organise and present my ideas. **Computer Science:** • I can plan out an algorithm with a sequence of commands to carry out specific tasks. • I can identify 'bugs' in computer programs and use the term debug in context. • I can create a simple repeat loop. • I can create a simple game program. • I can predict the outcome of a sequence of blocks in Scratch. **Information Technology:** • I can use design and formatting to enhance my digital work. • I can create with technology. E.g. Video, animation, 3D **Digital Literacy:** • I know the rules of using technology at home or in school. (Health wellbeing) • I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)	Repeat Backdrop Program Loops Characters Code Sequence	Debug Password Username Execute/Run Browser WWW Backdrop	Images Digital Book Code Computational Thinking
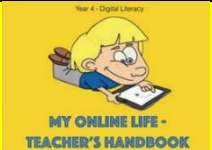
	Information Technology:			
Summer 1 (Information Technology)	**Information Technology:** • I can create digital content using more than one app or piece of software to enhance it. • I can begin to use design and formatting to enhance my digital work. • I know how to save and share my digital work.	Author Sequel Storymap	Template Stroke Landscape	Publish Download Chat
Summer 2 (Fun/Application)	**Information Technology:** • I can use design and formatting to enhance my digital work. • I can save, share and retrieve my digital work. • I can create with technology. E.g. Video, animation, 3D. • I can collect and record data purposefully. • I can use technology to organise and present my ideas. **Digital Literacy:** • I can give examples of how technology is used to communicate beyond school. • I am aware that content online is owned by the person that created it. (Copyright)	Template Presentation Chat Template Input Landscape	Copyright Data Publish Download WWW	Publish Software Images Browser Evaluation

Year Three Overview:

Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)		
Autumn 1 (Digital Literacy)	**Information Technology:** • I can make judgements about the usefulness of information. • I can use search tools to find and use an appropriate website. • I can search for and use information from a range of sources. • I can make exact searches on the world wide web. • I can analyse information and make accurate searches. • I can evaluate my work and improve its effectiveness.	Facts Search Search Engine Images Information Authenticate		
Autumn 2 (Byte sized)	**Mandatory Skills:** • I can troubleshoot when something doesn't appear to be working with my device. **Information Technology:** • I can improve the quality and presentation of my work. • I can create with technology. E.g. Video, animation, 3D	Keyboard QWERTY Shortcut		
Autumn 2 (Byte sized)	**Information Technology:** • I can improve the quality and presentation of my work using editing and formatting techniques. • I can use search tools to find and use an appropriate website. • I can search for and use information from a range of sources. **Digital Literacy:** • I can search for copyright free images online to use in my own work.	Illustrator Copyright Design	Designers Budget Digital	Design Brief Profit Cost
Spring 1 (Digital Literacy E-Safety)	**Digital Literacy:** • I know how to use the internet. • I can analyse information and make accurate searches. • I understand the need for copyright and the consequences of ignoring it. • I am aware of what I should be sharing online and where to go for help if I need it. • I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online. • I can explain what bullying is and know where to go for help. • I understand the impact technology can have on my health, well being and lifestyle. • I know who I should be sharing information with and how to keep my data secure. • I understand the term identity and I can take appropriate measures to protect my own online identity	Reputation Online Bullying Copyright Self Image	Identity Trust Risks	Profile Password Private Empathy
Spring 2 (Computer	**Mandatory Skills:** • I can troubleshoot when something doesn't appear to be working with my device. **Computer Science:** • I can plan, create and debug programs. • I can use decomposition to help me solve computing problems. • I can work with various forms of input and output. • I can use logical reasoning to predict and correct errors in algorithms and programs.	Code / Coding Sequencing Screenshot Flow Diagram Journal Program Sprite	Repeat Debugging Conditional App Broadcast Command Tablet	Bugs Algorithm Decomposition Screencasts Input Background Visual coding

Science)				
Summer 1 (Information Technology)	**Mandatory Skills:** • I can troubleshoot when something doesn't appear to be working with my device. • I can discuss different types of digital content and file types. **Information Technology:** • I can improve the quality and presentation of my work. • I can create with technology. E.g. Video, animation, 3D	360º video Virtual Reality Soundtrack Expedition Button Google Earth		
Summer 2 (Information Technology)	**Mandatory Skills:** • I can troubleshoot when something doesn't appear to be working with my device. • I can discuss different types of digital content and file types. **Computer Science:** • I can explain how the internet works. **Information Technology:** • I can use advanced search tools. (Copyright) • I can collect, analyse, evaluate and present data and information. • I can create with technology. E.g. Video, animation, 3D • I can improve the quality and presentation of my work using editing and formatting techniques. **Digital Literacy:** • I know how to use the internet. (Online Bullying) • I understand the need for copyright and the consequences of ignoring it. • I can analyse information and make accurate searches.	App Shortcut Presentation Application Browsers Word Processing Cloud	Bookmark Multimedia File Copyright Hyperlink Folder Content Spreadsheet	Search Engine Formulae GigaByte URL MegaByte Font Digital
Additional Unit (Computer Science)	**Mandatory Skills:** • I can troubleshoot when something doesn't appear to be working with my device. • I can discuss different types of digital content and file types. **Computer Science:** • I can plan, create and debug programs. • I can use decomposition to help me solve computing problems. • I can use sequence, selection, repetition and variables in programs. • I can work with various forms of input and output. • I can use logical reasoning to predict and correct errors in algorithms and programs. • I can explain how the internet works. • I can explain how a search engine works. **Information Technology:** • I can improve the quality and presentation of my work. • I can create with technology. E.g. Video, animation, 3D. **Digital Literacy:** • I know who I should be sharing information with and how to keep my data secure. • I understand the term identity and I can take appropriate measures to protect my own online identity.	Technology Robot Apps Software Hardware Engineering Electronics Internet Network Simulation Search Engine Profile Password Images Backdrop Private Fake News Font	Post Sprite Template Input Output WWW Stage Username Illustration Browser File Palette Folder PDF Reliable Evaluation Decomposition	Multimedia Repeat/Loop Algorithm Program Flow Chart Sequence X/Y Axis Debug Command Condition Code Block Digital Content Screenshot Variables Facts

Year Four Overview:

Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)		
Autumn 1 (Digital Literacy)	**Computer Science:** • I can understand the different methods of communication using the internet. **Information Technology:** • I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying) **Digital Literacy:** • I can evaluate information presented to me to make informed choices about what is Fake News. • I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image)	Fake News Reporting Skeptical Verify Media		
Autumn 2 (Byte sized)	**Information Technology:** • I can create with technology. E.g. Video, animation, 3D **Digital Literacy:** • I can collaborate online to create digital content.	3D Griefing		
Autumn 2 (Byte sized)	**Information Technology:** • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create with technology. E.g. Video, animation, 3D	Stroke Audio Animation Filters URL		
Spring 1 (Digital Literacy E-Safety)	**Computer Science:** • I can understand the different methods of communication using the internet. **Information Technology:** • I can use a search engine and I am aware that not everything I read online is correct. (Online Bullying) **Digital Literacy:** • I can evaluate information presented to me to make informed choices about what is Fake News. • I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to others online. (Online Relationships) • I understand that people may have a different online identity to that in real life and am able to interact with others. (Self Image) • I am aware others can find information out about me by searching online. (Online Reputation) • I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) • I understand the impact technology can have on my health, well being and lifestyle. (Health well being) • I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security) • I understand the need for copyright and the consequences of ignoring it. (Copyright)	Reputation Online Bullying Copyright Self Image	Identity Trust Risks	Profile Password Private

Spring 2 (Information Technology)	**Mandatory Skills:** • I can explain common file types. **Information Technology:** • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create with technology. E.g. Video, animation, 3D **Digital Literacy:** • I can collaborate online to create digital content.	App Storyboard Application Scene Screencast	Shot Screenshot Script Illustration	Publish Audio Hashtag Filters
Summer 1 (Information Technology)	**Mandatory Skills:** • I can explain common file types. **Information Technology:** • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create with technology. E.g. Video, animation, 3D	Shots Storyboard Scene	Landscape Green screen Sound	Audio Edit Clips
Summer 2 (Computer Science)	**Computer Science:** • I can solve an open-ended problem by breaking it up into smaller parts. • I can design and write a program for a given purpose including specific programming features. • I can test existing programs to see how they could be improved.	Website Conditional Run	Program Loop Command	Block Sequence Sprite

Year Five Overview:

Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)		
Autumn 1 **(Digital Literacy)**	**Mandatory Skills:** • I can film and produce a short video. **Information Technology:** • I can use a search engine and I am aware that not everything I read online is correct. **Digital Literacy:** • I can create a subject specific vlog and understand the potential risks of sharing content online. • I can collaborate to develop & improve work.	Vlog YouTuber Product Placement	Online Bullying Transitions	Record Edit Content
Autumn 2 **(Byte sized)**	**Information Technology:** • I can record and produce a podcast / audio clips. • I can use unfamiliar technology to create content. • I can improve the quality and presentation of my work	Music Composer App	Jingle	Design Brief Audio Loop
Autumn 2 **(Byte sized)**	**Information Technology:** • I can record and produce a podcast / audio clips. • I can use unfamiliar technology to create content. • I can improve the quality and presentation of my work **Digital Literacy:** • I can access school email and can send emails to classmates and teacher.	Podcast Safety Theme Online		
Spring 1 **(Digital Literacy** **E-Safety)**	• DL • I can search for someone online and create a summary report about that person. • I understand the need for copyright and the consequences of ignoring it. • I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. • I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. • I understand the impact technology can have on my health, well being and lifestyle. • I can create a strong password and understand the real cost of some apps. • I am aware that my identity can be copied by other users and take appropriate	Reputation Online Bullying Copyright Self Image	Identity Trust Risks	Profile Password Private
Spring 2 **(Computer** **Science)**	**Mandatory Skills:** • I can film and produce a short video. **Computer Science:** • I can decompose a problem, design an algorithm and use this to write a program. • I can use logical reasoning to detect & debug a program. **Information Technology:** • I can use unfamiliar technology to create content.	STEAM Bit & Bytes Cache Peripheral Pixel USB		

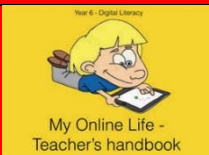|				
Summer 1 (Information Technology)	**Mandatory Skills:** • I can make a QR codes that links to my own work. • I can film and produce a short video. **Information Technology:** • I can use unfamiliar technology to create content. • I can improve the quality and presentation of my work.	Augmented Reality Download Artificial Reality QR Code Trigger Image		
Summer 2 (Computer Science)	**Mandatory Skills:** • I can make a QR codes that links to my own work. • I can film and produce a short video. **Computer Science:** • I can explore networks and internet traffic. • I can create a basic web page using HTML. **Information Technology:** • I can record and produce a podcast / audio clips. • I can use unfamiliar technology to create content. • I can improve the quality and presentation of my work. • I can use a search engine and I am aware that not everything I read online is correct. **Digital Literacy:** • I can create a subject specific vlog and understand the potential risks of sharing content online. • I can collaborate to develop & improve work.	Streaming Vlog Bit & bytes IP address YouTuber Pixel	TCP/IP Bandwidth LAN ISP Services	HTML Infringe copyright Plagiarism Record Edit Upload

Year Six Overview:

Unit of work	National Curriculum targets	Vocabulary (Full glossary at the bottom of the document)
Autumn 1 (Digital Literacy)	**Mandatory Skills:** • I can collaborate to create digital content. • I can create a consistent design for my presentation, and present to others. **Computer Science:** • I can talk about the way search results are selected and ranked. **Information Technology:** • I can create a digital storyboard to plan a project or investigation. • I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. **Digital Literacy:** • I can explain how to protect my computer or device from harm on the Internet. • I understand the need for copyright and the consequences of ignoring it. • I understand the impact technology can have on my health, well being and lifestyle.	Communicate Phishing Exclusion Storyboard Shots
Autumn 2 (Byte sized)	**Mandatory Skills:** • I can collaborate to create digital content. • I can create a consistent design for my presentation, and present to others. **Information Technology:** • I can create and combine a range of media in order to produce digital content. • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create a digital storyboard to plan a project or investigation.	Collaboration New Media Storyboard Screencast Feedback
Autumn 2 (Byte sized)	**Mandatory Skills:** • I can collaborate to create digital content. **Information Technology:** • I can create and combine a range of media in order to produce digital content. • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create a digital storyboard to plan a project or investigation	Username
Spring 1 (Digital Literacy E-Safety)	**Information Technology:** • I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions. **Digital Literacy:** • I can explain how to protect my computer or device from harm on the Internet. • I understand the need for copyright and the consequences of ignoring it. • I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.	Reputation Online Bullying Copyright Self Image Identity Trust Risks Profile

	• I am aware of the ways in which the media can shape our ideas about gender. • I am aware that if I need help I keep asking for it until I get help. • I am aware of the need for positive online relationships and I am mindful of others feelings at all times • I understand I need to create a positive online reputation. • I know how to capture evidence of online bullying and how to report it. • I know how to keep my data private and secure. • I understand the impact technology can have on my health, well being and lifestyle.	Password Private Empathy		
Spring 2 (Computer Science)	**Mandatory Skills:** • I can create a consistent design for my presentation, and present to others. **Computer Science:** • I understand how computer networks work, including the internet. **Information Technology:** • I can create and combine a range of media in order to produce digital content. • I can improve the quality and presentation of my work using editing and formatting techniques. • I can create a digital storyboard to plan a project or investigation.	VR Server Visual coding Z-Axis	MP3 Cloud Password	Virtual world Story Map
Summer 1 (Computer Science)	**Computer Science:** • I can design, plan & create a complex programs. • I can test, debug and modify a program to improve it. • I can write a program using a text based programming language.	Coding Decompose	Command Loop	Variable Publish
Summer 2 (Computer Science)	**Computer Science:** • I can test, debug and modify a program to improve it. • I can write a program using a text based programming language. • I can use logical reasoning to detect and correct errors in algorithms and programs.	App Developers Visual coding Android Mobile Program	Cloud Prototypes Logo Design Content	Bugs Feedback Functions Commands For loop

Computing Vocabulary

Knowsley CLCs
Primary Computing Scheme of Work
Inspire a lifelong love of play, design, code, and invention with technology.

A

Abstraction
Taking the detail out of a 'problem' to make it easier to solve.

Adware
Software application which displays adverts and can redirect searches.

Algorithm
Steps to follow to achieve a task.

Application (App)
A program (such as a word processor or a spreadsheet) that performs one of the important tasks for which a computer is used

B

Bandwidth
The amount of data that can fit through an Internet connection.

Block
An instruction in Scratch. Blocks linked together are called a script or program in Scratch. Also to block someone from contacting a user on a social media account for example.

Blog/Blogging
Short for 'web log', a shared online journal or diary. Normally a webpage containing users' opinions/experiences/observations.

Bluetooth
Allows the exchange of data over short distances from devices.

Boolean
A variable whose value can only be true or false.

Bot
A program that can do things without a user needing to give instructions. Many bots are malware.

Browser
A computer program used to access the World Wide Web.

C

Canvas
A region on which you can draw lines, shapes or text.

Catfishing
This is where someone steals your photos and uses them as their own, usually in a bid to meet other people on the internet or to trick or fool someone.

CEOP
Child Exploitation and Online Protection Command is tasked to bring offenders to UK Courts.

Checksum
The total number of packets sent to/from a router.

Circumventor Sites
Parallel websites that allow children to bypass sites their adults have blocked.

Cloud computing
A system in which data is stored on a central server owned by a company (e.g. Google) and accessed virtually.

Code
Lines or blocks of instructions (see program).

Computer
A device that takes input, processes it, then produces output.

Computer networks
Connected devices that make it possible to transfer data using an agreed method ('protocol').

Costume
In Scratch, the costume is what a sprite can look like on screen.

Command
A step or line of programming (instruction for younger children).

Computational Thinking
An analytical approach to 'problem' solving (involving abstraction, decomposition, logical thinking, pattern, evaluation, generalisation)

Condition
Something that is either true or false

Cookie
A small file which records a user's personal preferences, shopping choices and other information.

Copyright
Gives the creator of an original work ownership rights.

Creeping
Someone who follows someone else's social network profile closely.

Cyberbullying
The use of electronic communication to bully someone.

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D

Data
Numbers that represent images, video, text and sound.

Debug
Finding and correcting errors.

Decomposition
Splitting things into smaller parts.

Decoy App
These apps help children hide videos/images from their parents.

Digital Footprint
A person's trail of data on the internet that can last indefinitely.

Digital content
Any media created, edited or viewed on a computer.

Dissing
The act of commenting on a status with single liners that insult a specific person.

Download
Transfer of a file, from a central computer to your computer.

Doxxing
The publishing of an individual's home address or bank details etc.

E

Ebook / ePub
Digital book format file.

Emoticon / Emoji
The use of icons or text to portray mood or facial expression, e.g. :) when happy and :(when sad.

Etiquette
A set of rules that people try to abide by out of respect for other people around them.

Evaluation
Is this 'good'? Can it be improved?

Exclusion
This occurs when an individual is passively ignored or actively rejected by others, and can occur face-to-face (offline) or via the Internet (online).

Execute
Run or follow a series of instructions in a program.

F

Fabotage
Accessing someone else's social media account without their knowledge and changing information on it.

File format
The particular code that a file is stored in. Different software and devices use different formats, e.g. video uses MP4 and audio use Mp3.

Firewall
A system designed to prevent unauthorised access to your computer when connected to a network such as the Internet.

Flaming
Flaming is the act of posting or sending offensive messages over the Internet. These messages, called "flames," may be posted within online discussion forums, or sent via instant messaging programs.

Fraping
This is a combination of 'Facebook' and 'rape' and it is when someone has used your Facebook account without permission and destroyed comments or pictures, or created new and offensive comments and pictures pretending to be you.

FTP
File Transfer Protocol. A service for moving files from one computer to another.

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G

Gamer
A person who plays video games including online, likely with other online users.

Gamer Tag
An alter ego made from an alias, picture or avatar. Sometimes these are offensive.

GB GigaByte
1024 kilobytes. Unit of measuring data.

Generalisation
Adapting solutions already found to solve new problems.

Geocaching
Is an outdoor activity in which the participants use (GPS) to hide and seek containers, called "geocaches".

Geotag
To attach the exact geographical coordinates of longitude and latitude to a digital image, giving the location of where it was taken.

Ghosting
This means breaking off a relationship by stopping all communication and contact without any apparent warning or justification.

Griefer
Someone who deliberately harasses online gamers during a gaming session.

Grooming
Someone who gains a child's trust for sexual exploitation or trafficking.

H

Hacker
A person who uses technology to gain unauthorised access to information.

Harassment
This is the act of sending continuously offensive, rude and insulting messages.

Hardware
The physical parts of a computer system, e.g. the CPU and the devices connected to it.

HDMI (high-definition multimedia interface)
Required for connecting devices to show high-definition video.

HTML
Hyper Text Markup Language: the 'code' used to create and lay out web pages.

Hub
A device that joins a group of computers together.

I

Identity theft
A crime that involves someone pretending to be another person in order to steal money or obtain other benefits.

In-app purchasing
Purchases of services or products are possible within some apps, such as game apps, and real money is required by them.

Incognito browsing
This allows a user to browse the web without their history being recorded on their device.

Information
Data processed and/or presented to users in a meaningful way.

Input
A method of computers receiving data (Eg. keyboard, mouse, touch, sensors etc,).

Instant Messenger
A way of communicating where messages are sent over the internet in real time.

Internet
The global collection of computer networks and their connections, all using shared protocols (TCP/IP) to communicate.

Internet Shaming
Online shaming is a form of Internet vigilantism in which targets are publicly humiliated using technology like social and new media.

IM (DM / PM)
Instant message also known as direct message, Private or personal message. These are messages sent between users via the internet or social media apps. These are very popular with younger generations.

IP Address
Numerical label assigned to each device on a computer network.

ISP
Internet Service Provider. The company you pay to connect you to the Internet.

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J

Java
Programming language that enables the browser to perform a function or feature not normally available

JavaScript
Programming language that allows a web designer to add extra features to their web page.

JPEG
A format for compressing image files.

Junk Mail
Unwelcome or unwanted emails also know as SPAM.

K

Kbps
Kilobits Per Second, primarily used to measure data transfer rates.

Keyboard
A board of keys. One of the primary input devices used with a computer.

Keyboard Shortcut
Key combination that performs a certain command, such as copy or paste.

Keywords
Words or phrases that describe content.

Kilobyte
Most often used to measure the size of small files.

L

LAN
Local Area Network. Computers connected together that are geographically close to each other (e.g. home or school).

Link
Allows users to navigate. E.g. by clicking on a link, the user can 'jump' to a new screen.

Logical reasoning/thinking
A systematic approach to solving problems or deducing information using a set of universally applicable and totally reliable rules.

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M

Malware
Software that is designed to cause problems for users.

Metadata
Provides information about the content of a digital item, e.g. each digital image from a digital camera has a file attached listing such things as date, time, camera and shutter speed.

Multimedia
A combination of different content types such as text, audio, still images, animation and video.

N

Navigation
If a product is interactive, the user must be able to move around it easily. Navigational aids such as buttons and links are an important feature of interactive digital products.

Navigation bar
Usually placed along the top or side of the screen, this consists of a series of links to other screens. The navigation bar appears in the same position on every screen of the product, making it easy for users to find their way around.

Netiquette
Netiquette is the code of good behaviour on the internet. As the internet changes, so does netiquette.

Network
A group of computers that are connected (including the Internet).

O

Outing
'Outing' people by publishing or disseminating confidential information online.

Output
The information produced by a computer system for its user, typically on a screen, through speakers or on a printer, but possibly though the control of motors in physical systems. Also an action performed by the computer e.g. switching on a light, moving a turtle or sprite across the screen.

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P

Packet
Small pieces of data.

PageRank
A way of ordering the results of a search on the internet.

Pattern
Finding and using repetition in programs.

Pharming
Directing a user to a bogus website that pretends to be a real one in order to extract information from them.

Phishing
A form of Internet fraud that aims to steal valuable information such as credit card details, usernames and passwords.

Photo Sharing
Some apps allow users to share images for a few seconds. These apps can be very damaging to children.

Profile
Often social media sites will allow users to create their own personal profiles which other users can see.

Program
A sequence of instructions written to perform a specified task on the computer.

Q

QR Code
A QR code (short for "quick response" code) is a type of barcode that contains a matrix of dots. It can be scanned using a QR scanner or a smartphone with built-in camera.

QWERTY
This term is used to describe a standard (Latin alphabet-based) keyboard.

R

RAM / ROM
Random access memory (RAM) is a form of computer data storage. Read-Only Memory - is a computer hard drive.

Repetition
Instructions that can be repeated until a condition is met – i.e. a loop. Sometimes referred to as 'iteration'.

Resolution
The number of distinct pixels in each dimension that can be displayed.

Roasting
Girls are ganging up on boys in a new cyberbullying craze called "roasting". The new bullying takes place via mobile apps such as WhatsApp, Instagram or Facebook, where girls pick on a boy and vent the most offensive abuse until the victim "completely cracks".

Router
A device which can be either wired or wireless and is used to connect devices to the internet.

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S

Search
Finding data or information that satisfies condition(s). Such as web pages containing supplied keywords, or files on a computer with certain properties.

Selection
A way in computer programs to make choices (e.g. IF..THEN)

Selfie
Self-portrait photo often taken at arm's length using a Smartphone and uploaded to social media.

Sequence
A set of instructions that are followed in order

Services
Programs running on computers, typically those connected to the internet, for example, to transmit a web page, deliver an email or allow a text, voice or video conversation.

Sexting
Sending and receiving sexually explicit images/videos via IM, text or social media.

Simulate
Using computers to imitate real-world scenarios

Social networking
An online community where people can communicate and share information.

Software
Computer programs and applications (apps)

Spam
Messages sent to large numbers of users for the purpose of phishing, spreading malware and advertising.

Sprite
(in Scratch) an object that can be controlled by programming. Scratch projects are made up of objects called sprites.

Spyware
Software that can be installed on your computer without your knowledge, which collects information and sends details to another computer on the Internet.

Stage
This is where you see your stories, games, and animations come to life. Sprites move and interact with one another on the Stage.

T

TB
Terabyte or 1024 gigabytes.

TCP/IP
Language computers use to communicate.

Trojan
A program that appears legitimate but which performs some harmful activity when it is run. Trojans often sneak in attached to a free game.

Troll
A user who posts inflammatory messages typically on Social Media sites to upset others.

U

Upload
Transfer a file from your computer to a central computer, e.g. your ISP.

URL
Uniform Resource Locator: a nickname (address) for a website

USB (Universal Serial Bus)
A standard method of connecting devices such as keyboards and printers to a computer.

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V

Variables
A way in which computer programs can store, retrieve or change simple data, such as a score, the time left, or the user's name.

Video Hosting Sites
Websites and apps which allow users to post and view video clips, like YouTube.

Virus
A program designed to cause other programs on a computer to malfunction or stop working altogether.

Vlog (Vlogger)
Short for 'video log', a shared online journal or diary. Normally a video shared to YouTube or Vimeo containing users' opinions/experiences/observations.

W

Web Server
A computer connected to the Internet that provides access to (hosts) websites.

World Wide Web (WWW)
All of the web pages on the Internet, accessed using a browser.

Wireless (wifi)
Devices that are connected without wires or cables. They communicate via radio waves.

X Y Z

You Tube
A video sharing and streaming platform.

Zip
A compressed file format for emailing files or downloading.