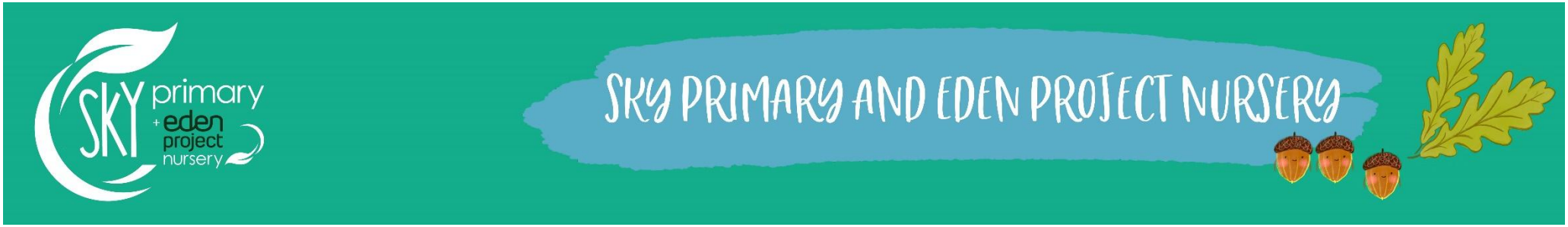

Sky Computing Curriculum Overview

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>EYFS</td><td colspan="2">Lesson Starter or Time Together: Project evolve
Self-image and identity.
Online relationships.

Assessment checkpoint:
✓ Recognise what it means to be ‘online’ and ‘offline’
✓ Ask someone for help if something upsets them.
✓ Recognise how people might use the internet to communicate.</td><td colspan="2">Lesson Starter or Time Together: Project evolve
Online reputation. Online bullying.

Assessment checkpoint:
✓ Identify ways I can put information on the internet.
✓ Describe how I feel when people are unkind.</td><td colspan="2">Lesson Starter or Time Together: Project evolve
Managing online information. Health wellbeing and lifestyle.

Assessment checkpoint:
✓ Identify devices that I can use to access the internet.
✓ Describe how to use the internet to find information.
✓ Identify that rules keep us safe when using technology.</td><td colspan="2">Lesson Starter or Time Together: Project evolve
Privacy and security. Copyright and ownership.

Assessment checkpoint:
✓ Identify simple examples of personal information e.g. name, address, birthday and who I can share this with.
✓ Know that my work belongs to me.</td></tr>
<tr><td></td><td colspan="2">How do we get ready for our Sky treat?
How can we use our senses to explore the seasons?
Computer Science – Awesome Autumn.
<u>Early Years | EN | Barefoot Computing</u>
Assessment Checkpoint:
✓ Creating – making and using their own ideas
✓ Logic – build on prior knowledge to form ideas.
✓ Pattern – Recognise similarities and differences.
✓ Abstraction – focus on what is important.
✓ Decomposition – break down tasks into smaller parts.
✓ Algorithms – recognise a sequence of instructions.
<u>Active Learning</u>
- respond to new experiences that you bring to their attention.
<u>Creating and thinking critically</u>
- review their progress as they try to achieve a goal.
- Check how they are doing.
<u>Understanding the world</u>
- explore the natural world around them
<u>understanding the world.</u>
- Begin to understand the need to respect and care for the natural environment and all living things.
- Understand the effect of changing seasons on the natural world around them.</td><td colspan="2">Why do penguins huddle?
What food do we get from farms?
Computer Science – Busy Bodies.
<u>Early Years | EN | Barefoot Computing</u>
Assessment Checkpoint:
✓ Logic – build on prior knowledge to form ideas.
✓ Pattern – Recognise similarities and differences.
✓ Abstraction – focus on what is important.
✓ Decomposition – break down tasks into smaller parts.
✓ Algorithms – recognise a sequence of instructions.
✓ Debugging – find and fix errors or bugs in a source.
<u>Expressive Arts and Design</u>
-Return to and build on their previous learning, refining ideas and developing their ability
to represent them.
<u>Understanding the world</u>
- Begin to make sense of their own life-story and family’s history.
- Continue developing positive attitudes about the differences between people.
- Talk about members of their immediate family and community.
- Comment on images of familiar situations in the past.
<u>Mathematics</u>
Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</td><td colspan="2">What will we find on our great plant hunters’ expedition?
Which tales from the seashore can we share?
Computer Science – Summer Fun
<u>Early Years | EN | Barefoot Computing</u>
Assessment Checkpoint:
✓ Creating – making maps and talking about the positions of objects on maps.
✓ Logic – build on prior knowledge to form ideas.
✓ Pattern – collect, group and organise items collected on a walk and begin to represent as a pictogram.
✓ Abstraction – focus on what is important.
✓ Decomposition – break down tasks into smaller parts.
✓ Algorithms – recognise a sequence of instructions.
<u>Active Learning</u>
- respond to new experiences that you bring to their attention.
<u>Understanding the world</u>
- Explore the natural world around them on a journey.
<u>Communication and Language</u>
- Use talk to help solve problems.
<u>Mathematics</u>
- Count objects, actions and sounds.
- Compare numbers</td></tr>
<tr><td>Year 1</td><td>How can we be sky heroes?
Lesson Starter or Time Together: Project evolve
Self-image and identity.
Online relationships</td><td>Why do we tell stories?
Lesson Starter or Time Together: Project Evolve
Online relationships & Online bullying</td><td>What is it like to go on a Mystery Voyage?
Lesson Starter or Time Together: Project Evolve
Online reputation.</td><td>Who is the giant of Sky?
Lesson Starter or Time Together: Project Evolve
Health, Well-being and Lifestyle.</td><td>How can we be garden designers?
Lesson Starter or Time Together: Project Evolve
Privacy & Security</td><td>Which animals are local to us?
Lesson Starter or Time Together: Project Evolve
Copyright & Ownership</td></tr>
</table>

	Assessment checkpoint: ✓ Know the difference between online and real life. ✓ Recognise some online may try to hurt others. ✓ To speak to an adult if upset or embarrassed. ✓ Permissions to use the internet. ✓ Be kind and considerate. ✓ Know how to behave online.	Assessment Checkpoint: ✓ Know the difference between online and real life. ✓ Recognise some online may try to hurt others. ✓ To speak to an adult if upset or embarrassed. ✓ Permissions to use the internet. ✓ Be kind and considerate. ✓ Know how to behave online.	**Managing online information.** Assessment Checkpoint: ✓ Know that items posted online will stay up and can be view by others. ✓ Understand that there are differences between 'made up' and 'real'. ✓ Know who to ask for help when something online worries you	**Copyright & Ownership** Assessment Checkpoint: ✓ Know there are different settings for devices at home or in public places. ✓ Know what information should be shared online. ✓ Connect ✓ Understand online risks and the age rules for sites.	Assessment Checkpoint: ✓ Explain how passwords are used to protect information, accounts and devices. ✓ Recognise examples of information that is personal to someone ✓ Explain why it is important to ask an adult before sharing personal information.	Assessment Checkpoint: ✓ Understand that online information can belong to a person.
	Information Technology (Teach Computing) **Technology Around us:** **Computing systems and networks – Technology around us (teachcomputing.org)** **Assessment Checkpoint:** ✓ Classify objects that are technology. ✓ Recognise and name different parts of the computer. ✓ Use a mouse in a controlled manner. ✓ Draw a picture using a mouse.	**Coding:** **On the Move (Beebots)** **Bee-Bots Tinkering Activity | Resources | Barefoot Computing** **Bee-Bots 1, 2, 3 Programming Activity | Barefoot Computing** **Assessment Checkpoint:** ✓ Code objects to move. ✓ Code individual 'Click Events'. ✓ Code multiple 'Click Events' for multiple objects ✓ Vocab check – teacher check understanding of following	**Coding:** **What are the start events? (Barefoot and D.A.R.E.S)** **Scratch Jnr code a start event, code to use a click event.** ScratchJr Tinkering Activity | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ Code a 'Start Event' to an object once the program begins. ✓ Know there are different types of input. ✓ Vocab check – teacher check understanding of	**Information Technology (Teach Computing)** **Creating Media: Digital Painting** **Creating media – Digital painting (teachcomputing.org)** **Recycling warriors painting: Recycling Warriors | Resources | Barefoot (barefootcomputing.org)** **Assessment Checkpoint:** ✓ Make marks on a digital canvas. ✓ Create their own digital art. ✓ Use a range of brush sizes and tools.	**Computer Science & Information Technology: Barefoot – what is an algorithm and why are they useful?** **Understand what algorithms are | Barefoot Computing** **Assessment Checkpoint:** ✓ Identify the key parts of a sequence. ✓ Create a precise set of instructions. ✓ Identify and explain patterns. ✓ To export a video from a device. ✓ Use animation and draw tools in an application.	**Information Technology (Teach Computing): Grouping data:** **Data and information – Grouping data (teachcomputing.org)** **Assessment Checkpoint:** ✓ Describe objects using labels and match objects to groups ✓ Count and group objects ✓ Describe properties of objects ✓ Group properties of objects

	✓ Use a keyboard to type their name. ✓ Create rules on how to use a computer safely	technical language: coding, algorithm, object, action, 'Click Event'.	following technical language: 'Start Events', 'Click Events' object, action, input	✓ Compare art on paper and computers.		
Year 2	**What do I need to be healthy?** **Lesson Starter or Time Together: Project evolve self-image and identity. Online Relationships** Assessment Checkpoint: ✓ explain how people act differently online to in person. ✓ give examples of who can help with online bullying.	**How did London adapt after the great fire?** **Lesson Starter or Time Together: Project evolve Online Relationships. Online Bullying** Assessment Checkpoint: ✓ give examples of bullying in person and online. ✓ give examples of who can help with online bullying. ✓ Understand online risks and the age rules for sites	**Where does Chocolate come from?** **Lesson Starter or Time Together: Project evolve Online Reputation. Managing Online information.** Assessment Checkpoint: ✓ Know that items posted online will stay up and can be view by others. ✓ Understand that there are differences between 'made up' and 'real'. ✓ Know there are different settings for devices at home or in public places.	**How do our actions make a difference?** **Lesson Starter or Time Together: Project evolve Managing online information. Health, well-being and lifestyle** Assessment Checkpoint: ✓ Know there are different settings for devices at home or in public places. ✓ Understand online risks and the age rules for sites ✓ Understand online risks and the age rules for sites.	**Why are bees brilliant?** **Lesson Starter or Time Together: Project evolve Privacy and Security.** Assessment Checkpoint: ✓ Know passwords are private as well as personal information. ✓ Explain the importance of keeping information private and give examples of who to speak to if they are unsure.	**Can we go on a seaside holiday journey through time?** **Lesson Starter or Time Together: Project evolve Copyright and ownership** Assessment Checkpoint: ✓ Recognise that online content has an owner and is not free to use. ✓ Understand online risks and the age rules for sites.
	Information Technology (Teach Computing): **IT Around Us (Computers and Systems)** Key Stage 1 (teachcomputing.org) **Assessment Checkpoint:** ✓ Identify examples of computers and	**Computer science Programming: Programming Quizzes:** Programming B - programming quizzes (teachcomputing.org) **Assessment Checkpoint:** ✓ Know that a sequence can be started 'on click' and predict the outcome of the sequence	**Coding: Barefoot Scratch Jnr Knock Knock joke** ScratchJr Knock Knock Joke Activity | Barefoot Computing **Assessment Checkpoint:** ✓ Make a design using a storyboard ✓ Write a code ✓ Debug my code	**Information Technology (Teach Computing) Creating Media: Digital Photography.** Key Stage 1 (teachcomputing.org) **Assessment Checkpoint:** ✓ Know how we take digital photographs ✓ Understand what makes a good photograph and	**Computer Science: Algorithms - Coding a beebot to follow navigate a route on a map.** Barefoot Goes Wild | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ Understand what algorithms are and how they are implemented as	**Information Technology (Teach Computing) Creating Media: Digital Music** Creating media - Digital music (teachcomputing.org) Chrome Music Lab (chromeexperiments.com) **Assessment Checkpoint:** ✓ Manipulate sound and timings.

	technology in the classroom and beyond school ✓ Describe some uses of computers and understand that this is a part of IT ✓ Sort IT by what it's used for and where it's found. ✓ Identify how rules keep me safe with IT.	✓ Run a simple program start to end ✓ Create and program a quiz to include a question, two sprites and an action Evaluate our programmes and debug any coding.		retake ours when necessary ✓ Explore how to change the focus of a photograph. ✓ Edit photographs after they have been taken using the technology tools	programs on digital devices. ✓ Know there are different types of input. ✓ Know that buttons in a program are also a type of input. ✓ Understand different inputs means the computer responds with a different output. ✓ Able to fix errors in blocks of code.	✓ Select sounds and decide when they are heard. ✓ Create a piece of digital music.
Year 3	**Who were the ancient inhabitants of Cornwall?** **Lesson Starter or Time Together: Project evolve Self image & identity. Online relationships** Assessment Checkpoint: ✓ Know what information is ok to share online. ✓ Know that not everything online is a fact. ✓ Understand that websites gather personal information. ✓ Understand that technology isn't always a positive experience.	**What makes the Earth explode?** **Lesson Starter or Time Together: Project evolve Online Relationships. Online bullying.** Assessment Checkpoint: ✓ Know what information is ok to share online. ✓ Know that not everything online is a fact. ✓ Understand that websites gather personal information. ✓ Understand that technology isn't always a positive experience. ✓	**What did the Ancient Egyptians live in harmony with nature?** **Lesson Starter or Time Together: Project evolve Online reputation Managing Online Information** Assessment Checkpoint: ✓ Say what is ok to share online. ✓ Give examples of what people may or may not be willing to share online ✓ Know that there are differences between a 'belief', 'opinion' and 'fact'. ✓ Know how website gather information online.	**What will we learn on our rainforest adventures?** **Lesson Starter or Time Together: Project evolve Managing online information. Health, well-being and lifestyle** Assessment Checkpoint: ✓ Know that there are differences between a 'belief', 'opinion' and 'fact'. ✓ Know how website gather information online. ✓ Understand the importance of age restrictions online	**How does light help us to see?** **Lesson Starter or Time Together: Project evolve Privacy and security. Copyright and ownership** Assessment Checkpoint: ✓ Know why data is kept private and how companies and devices store it.	**How can we identify our native trees?** **Lesson Starter or Time Together: Project evolve Copyright and ownership** Assessment Checkpoint: ✓ Explain why copying other people's work from online is not fair.

	Information Technology (Teach computing): Computing systems and networks – Connecting Computers. Computing systems and networks – Connecting computers (teachcomputing.org) **Assessment Checkpoint:** ✓ Explain that digital devices accept inputs and produce outputs. ✓ Describe parts of a simple process. ✓ Compare digital and non-digital tools and their processes. ✓ Explain how networks join devices together across a school, town, country and the world.	**Computer Science & Coding:** **Fossil Formation animation and (Barefoot & D.A.R.E.S)** Fossil Formation Animation | Resources | Barefoot Computing Scratch - Imagine, Program, Share (mit.edu) **Assessment Checkpoint:** ✓ To write a program with a sequence of instructions. ✓ To understand how to correctly sequence an algorithm. ✓ To understand the importance of a correctly sequence algorithm and code. ✓ To debug our coding. ✓ To evaluate our sequence. ✓ Condition means something needs to be true for the action to happen. ✓ Use 'if' or 'when' can specify a trigger. ✓ This is known as 'selection'. ✓ Vocab check – teacher check understanding of following technical language: condition, selection, trigger, action, 'Timer Event'.	**Information Technology (Teach computing):** **Stop-frame-animation** Creating media - Stop-frame animation (teachcomputing.org) Planet Protectors | Resources | Barefoot (barefootcomputing.org) **Assessment Checkpoint:** ✓ Explain that animation is a sequence of drawings or photographs. ✓ Relate animated movement with a sequence of images. ✓ Plan an animation. ✓ Review a sequence of frames to check their work. ✓ Improve their animation based on feedback. Evaluate the impact of adding other media to an animation. ✓ .	**Coding: (Kodu)** **To create a 3D game using coding.** Kodu Tinkering Activity | Resources | Barefoot Computing Kodu Game Lab | KoduGameLab **Assessment Checkpoint:** ✓ To independently tinker with a pre-made game and develop an understanding of how the programming works. ✓ To build a terrain and populate it with characters and props. ✓ To use tiles to program a game. ✓ behaviours and game rules. ✓ Pupils test and debug their games in Kodu. ✓ Pupils can evaluate each other's games	**Coding: Events and actions in programs.** Programming B - Events and actions in programs (teachcomputing.org) Y3B - L6 project remix on Scratch (mit.edu) **Assessment Checkpoint:** ✓ To move a sprite in four directions (up, down, left and right). ✓ To move within the context of a maze. ✓ To begin to use pen blocks. ✓ To draw lines with sprites and change the size and colour of their lines. ✓ To design, code and evaluate their own maze tracing program.	**Information Technology (Teach computing):** **Desktop publishing** Creating media – Desktop publishing (teachcomputing.org) **Assessment Checkpoint:** ✓ Recognise that text and images can communicate messages clearly. ✓ Change font style, size and colour of text. ✓ Recognise placeholders and the orientation of a page using templates for a purpose. ✓ Choose the best locations for content including text and images to create a magazine cover. ✓ Identify uses of desktop publishing in the real world as well as matching layouts to purposes.

Year 4	What can we learn from the Ancient Greeks?	What is it like to live in modern Greece?	Why did the Romans invade and how did they defend Britain?	What makes the Earth explode?	Where does energy come from?	From Source to Sea: What journey does a river take?
	Lesson Starter or Time Together: Project evolve Self-image and identity. Online relationships. Assessment Checkpoint: ✓ Describe identities on and offline ✓ Describe respectful behaviour online.	**Lesson Starter or Time Together: Project evolve Online relationships. Online Bullying** Assessment Checkpoint: ✓ Understand how content can affect other people and their feelings. ✓ Recognise that people can get upset by online content. ✓ Know who to speak to if someone is upset online or about online content	**Lesson Starter or Time Together: Project evolve Online reputation. Managing online information.** Assessment Checkpoint: ✓ Know that information about people online can be searched, created and copied by others. ✓ Search online to find accurate and reliable information.	**Lesson Starter or Time Together: Project evolve Managing online information. Health, wellbeing and lifestyle.** Assessment Checkpoint: ✓ Search online to find accurate and reliable information. ✓ Explain there are positive and negative effects of technology on health and wellbeing	**Lesson Starter or Time Together: Project evolve Privacy and security.** Assessment Checkpoint: ✓ Know that internet services need consent to store data. ✓ Explain what digital consent is.	**Lesson Starter or Time Together: Project evolve Copyright and ownership.** Assessment Checkpoint: ✓ Explain what digital consent is. ✓ Understand that material on the internet has ownership and is not always free to use. ✓ Understand the term 'copyright'.
	Information Technology (Teach Computing): Computer network and systems: The Internet Computing systems and networks – The Internet (teachcomputing.org) **Assessment Checkpoint:** ✓ Appreciate the internet as a network of networks that needs to be kept secure. ✓ Understand the World Wide Web	**Coding – Repetition: Shapes and Crystal Flowers.** Shapes & Crystal Flowers Repetition | Barefoot Computing **Assessment Checkpoint:** ✓ Understand the concept of repetition. ✓ Explore the benefit of repetition commands. ✓ Code a repeat command in a	**Information Technology (Teach Computing): Creating Media: Audio Production.** Creating media - Audio production (teachcomputing.org) **Assessment Checkpoint:** ✓ To identify the input device (microphone) and output devices (speaker or headphones) required to work sound digitally.	**Computer Science: Programming outputs, inputs, control – Classroom sound monitor.** Classroom Sound Monitor | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ To understand that sound monitors are examples of control programs.	**Information Technology (Teach Computing): Creating Media – Photo editing.** Creating media – Photo editing (teachcomputing.org) **Assessment Checkpoint:** ✓ Understand how digital images can be changed and edited. ✓ Understand how digital images can be resaved and reused.	**Computer Science: Data Dash.** Data Dash | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ Know a data attribute is a feature or property of something. ✓ Know a data value is a value collected for a data attribute. ✓ Select and use data values and

	(WWW) is part of the internet. ✓ Explore the WWW to learn who owns content, what they can access, create and add. ✓ Evaluate online content and decide how honest, accurate or reliable it is.	program to draw shapes and create crystal flowers. ✓ Explain what my repeat commands do. ✓ Debug our programs when required.	✓ Consider the ownership of digital audio and copyright implications. ✓ Edit, save and evaluate their work. ✓ Produce a podcast	✓ To Know that control programs take information from an input sensor (microphone) and use this information to alter the output of the program (warning message when too noisy). ✓ To write and create a control program.	✓ Consider the impact editing images can have. ✓ Evaluate the effectiveness of their choices.	attributes to work out the answers to questions. ✓ Identify which data attributes are required to answer a question. ✓ Construct a recording table
Year 5	**What was the impact of invaders and settlers?** **Lesson Starter or Time Together: Project evolve Self-image and Identity. Online relationships.** Assessment Checkpoint: ✓ Explain online identities and how there can be online identity fraud. ✓ Explain and give example of responsible online behaviour including in online communities. ✓ Recognise online communities.	**How did trade get global?** **Lesson Starter or Time Together: Project evolve Online relationships. Online bullying.** Assessment Checkpoint: ✓ Explain and give example of responsible online behaviour including in online communities. ✓ Recognise online communities. ✓ Recognise poor online behaviour and know who can help if they or other people feel uncomfortable.	**What can we learn from the solar system and stars?** **Lesson Starter or Time Together: Project evolve Online reputation. Managing online information.** Assessment Checkpoint: ✓ That there are ways to search about individuals online and this may create a 'false' perspective of them. ✓ Know the benefits and limitations of using online searches including voice. ✓ Have an understanding of how content can be 'boosted' or 'promoted' by	**How can we protect our local wildlife?** **Lesson Starter or Time Together: Project evolve Managing online information.** Assessment Checkpoint: ✓ Know the benefits and limitations of using online searches including voice. ✓ Understand how content can be 'boosted' or 'promoted' by companies, vloggers and influencers. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems	**How were our white pyramids created?** **Lesson Starter or Time Together: Project evolve Health, wellbeing and lifestyle.** Assessment Checkpoint: ✓ Find different ways technology can improve or be a detriment to our health and well-being. ✓ How some apps or games request payments.	**How can we ensure our oceans stay amazing?** **Lesson Starter or Time Together: Project evolve Privacy and security. Copyright and ownership.** Assessment Checkpoint: ✓ That apps have permissions and they read our device's data. ✓ Assess and justify when to use other's work. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. ✓ Understand and demonstrate knowledge that it is illegal to download

			companies, vloggers and influencers. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems			copyrighted material, including music or games, without express written permission, from the copyright holder. ✓ Understand the effect of online comments and show responsibility and sensitivity when online.
	Information Technology (Teach Computing): Computing systems and networks – systems and searching. Computing systems and networks - systems and searching (teachcomputing.org) **Assessment Checkpoint:** ✓ Understand how information is transferred between systems and devices. ✓ Consider small-scale and large-scale systems. ✓ Explain the input, output and process aspects of a variety of different real-world systems. ✓ Understand how information is found on the WWW by understanding	**Coding: Variables – Maths Quiz Variables.** Maths Quiz Variables | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ Explain how variables are useful for more than just keeping track of time or tallying a score. ✓ Know that variables can be combined with conditional events and can also be used to create Boolean expressions. ✓ Vocab check – teacher check understanding of following technical language: random numbers, range, coordinates, 'hit events', values. ✓ Know that Boolean expressions are like 'true or false' type	**Computer Science & Coding: Solar system simulation.** Solar System Simulation | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ Understand the term abstraction. ✓ Recognise sequences and patterns. ✓ Understand what simulation is. ✓ Write a code to create a simulation. ✓ Debug a simulation program.	**Information Technology (Teach Computing): Creating Media – Video production.** Creating media - Video production (teachcomputing.org) **Climate Crisis Video** Power Savers | Resources | Barefoot (barefootcomputing.org) **Assessment Checkpoint:** ✓ Explain what makes a video effective. ✓ Use a digital device to record a video. ✓ Capture video using a range of techniques. ✓ Create a storyboard. ✓ Reshoot and edit video footage to improve it. ✓ Evaluate our videos and share opinions.	**Computer Science: Use understanding of sequences to predict what a programme will do:** **World Map Logic Activity.** World Map Logic Activity | Resources | Barefoot Computing **Assessment Checkpoint:** ✓ Pupils identify the sequence of steps and what they do. ✓ Predict what the program will do. ✓ Explain why you think this. ✓ Create and debug a simple program.	**Information Technology (Teach Computing): Creating Media: Introduction to vector graphics.** Creating media - Introduction to vector graphics (teachcomputing.org) **Assessment Checkpoint:** ✓ Identify that drawing tools can be used to produce different outcomes. ✓ Create a vector drawing by combining different shapes. ✓ Use tools to achieve a desired effect. ✓ Recognise that vector drawings consist of layers. ✓ Group objects to make them easier to work with.

	how search engines work and what influences searching.	questions that you can ask the computer. ✓ Choose the most suitable applications and devices for the purposes of communication. ✓ Collaborate with others online on sites approved and moderated by teachers.				✓ Create a vector drawing for a specific purpose and compare with freehand drawings.
Year 6	**How do the Innuit of the arctic live with nature?** **Lesson Starter or Time Together: Project evolve Self-image and identity. Online relationships.** Assessment Checkpoint: ✓ Know who can help with problems online. ✓ How best to support themselves and others in tricky situations online. ✓ How to be best prepared of conflict online.	**How does light travel?** **Lesson Starter or Time Together: Project evolve Online bullying. Online reputation.** Assessment Checkpoint: ✓ What to do if they feel threatened online. ✓ Why online relationships can be dangerous and how to stay safe. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. ✓ Understand the effect of online comments and show responsibility	**How will we rise to the challenge of climate change?** **Lesson Starter or Time Together: Project evolve Managing online information.** Assessment Checkpoint: ✓ define terms "influence, manipulation and persuasion". ✓ Analyse and evaluate the validity of facts. ✓ Understand the difference between disinformation and misinformation. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. ✓ Understand the effect of online comments and show responsibility and	**What can we learn from life on the home front?** **Lesson Starter or Time Together: Project evolve Managing online information.** Assessment Checkpoint: ✓ define terms "influence, manipulation and persuasion". ✓ Analyse and evaluate the validity of facts. ✓ Understand the difference between disinformation and misinformation. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. ✓ Understand the effect of online comments and show responsibility and	**The Cornish emigration: why did they leave and where did they go?** **Lesson Starter or Time Together: Project evolve Health, wellbeing and lifestyle. Privacy and security.** Assessment Checkpoint: ✓ Understand common systems that regulate age-related content. ✓ Identify strategies to limit the impact of technology on health. ✓ Know that there are ways to manage passwords and that there are people online who want to gather data.	**What will make me a great leader?** **Lesson Starter or Time Together: Project evolve privacy and security. Copyright and ownership.** Assessment Checkpoint: ✓ Explain the importance of copyright. ✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. ✓ Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

		and sensitivity when online.	sensitivity when online.	sensitivity when online.		
	Information Technology (Teach Computing): **Computing systems and networks – communication and collaboration.** **Computing systems and networks - Communication and collaboration (teachcomputing.org)** **Assessment Checkpoint:** ✓ Explain the importance of an internet address. ✓ Recognise how data is transferred across the internet. ✓ Explain how sharing information online can help people to work together. ✓ Evaluate different ways of working together online. ✓ Recognise how we communicate using technology.	**Information Technology (Teach Computing):** **Data and spreadsheets.** **Data and information - Introduction to Spreadsheets (teachcomputing.org)** **Pizza Party | Resources | Barefoot Computing** **Assessment Checkpoint:** ✓ To create a data set in a spreadsheet. ✓ To build a data set in a spreadsheet. ✓ Explain that formulas can be used to produce calculated data. ✓ Apply formulas to data. ✓ Create a spreadsheet to plan an event. ✓ Choose suitable ways to present data.	**Computer Science:** **Programming.** **Bug in the water cycle: Debugging.** **Bug in the Water Cycle | Resources | Barefoot Computing** **Assessment Checkpoint:** ✓ To test an algorithm and find solutions. ✓ Recognise a coding condition. ✓ Explain the importance of abstraction. ✓ Use logical reasoning to debug a program. ✓ Explain the bugs they found, why they are bugs and how they corrected them.	**Information Technology (Teach Computing):** **Computer History and creating media:** **Code Cracking – Cyber Data.** **Creating a video.** **Code Cracking | Resources | Barefoot Computing** **Assessment Checkpoint:** ✓ Become WW2 code crackers to help allied soldiers locate the enemy. ✓ Collaborate to learn about Alan Turing and how he cracked the Enigma code. ✓ Create a story board and plan their own movie about code crackers. ✓ Pupils use video software and equipment to create their own movie. ✓ Pupils film and edit their movie. ✓ Pupils present their work to their peers and evaluate it.	**Assessment: Make a game project.** **(Pupils design and create their own games with backgrounds and a main character).** **Make a Game Project | Resources | Barefoot Computing** **Assessment Checkpoint:** ✓ Decompose a game into its parts. ✓ Design a game. ✓ Create the artwork for a game. ✓ Write and debug a game. ✓ Present a game. ✓ Evaluate the game.	**Computer Science:** **Micro bit litter hunt.** UKS2 Barefoot meets micro:bit - Litter Hunt (barefootcomputing.org) **And Information Technology (Teach Computing):** **Using the micro bit** Using the microbit for primary to secondary transition (teachcomputing.org) **Assessment Checkpoint:** ✓ Understand how variables and inputs can be used on the micro bit to create a counter. ✓ Create an algorithm for a counter. ✓ Code, run and evaluate the use of the micro bit for counting activities. ✓ Debug programs to accomplish specific goals. ✓ Use sequence, selection and repetition in programs.