



## Sky Computing Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Lesson Starter or Time Together: Project evolve Self-image and identity. Online relationships.</b></p> <p>Assessment checkpoint:</p> <ul style="list-style-type: none"><li>✓ Recognise what it means to be 'online' and 'offline'</li><li>✓ Ask someone for help if something upsets them.</li><li>✓ Recognise how people might use the internet to communicate.</li></ul>	<p><b>Lesson Starter or Time Together: Project evolve Online reputation. Online bullying.</b></p> <p>Assessment checkpoint:</p> <ul style="list-style-type: none"><li>✓ Identify ways I can put information on the internet.</li><li>✓ Describe how I feel when people are unkind.</li></ul>	<p><b>Lesson Starter or Time Together: Project evolve Managing online information. Health wellbeing and lifestyle.</b></p> <p>Assessment checkpoint:</p> <ul style="list-style-type: none"><li>✓ Identify devices that I can use to access the internet.</li><li>✓ Describe how to use the internet to find information.</li><li>✓ Identify that rules keep us safe when using technology.</li></ul>		<p><b>Lesson Starter or Time Together: Project evolve Privacy and security. Copyright and ownership.</b></p> <p>Assessment checkpoint:</p> <ul style="list-style-type: none"><li>✓ Identify simple examples of personal information e.g. name, address, birthday and who I can share this with.</li><li>✓ Know that my work belongs to me.</li></ul>	
	<p><b>How do we get ready for our Sky treat? How can we use our senses to explore the seasons? Computer Science – Awesome Autumn.</b></p> <p><u>Early Years   EN   Barefoot Computing</u></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"><li>✓ Creating – making and using their own ideas</li><li>✓ Logic – build on prior knowledge to form ideas.</li><li>✓ Pattern – Recognise similarities and differences.</li><li>✓ Abstraction – focus on what is important.</li><li>✓ Decomposition – break down tasks into smaller parts.</li><li>✓ Algorithms – recognise a sequence of instructions.</li></ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"><li>- respond to new experiences that you bring to their attention.</li></ul> <p><u>Creating and thinking critically</u></p> <ul style="list-style-type: none"><li>- review their progress as they try to achieve a goal.</li><li>- Check how they are doing.</li></ul>	<p><b>Why do penguins huddle? What food do we get from farms? Computer Science – Busy Bodies.</b></p> <p><u>Early Years   EN   Barefoot Computing</u></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"><li>✓ Logic – build on prior knowledge to form ideas.</li><li>✓ Pattern – Recognise similarities and differences.</li><li>✓ Abstraction – focus on what is important.</li><li>✓ Decomposition – break down tasks into smaller parts.</li><li>✓ Algorithms – recognise a sequence of instructions.</li><li>✓ Debugging – find and fix errors or bugs in a source.</li></ul> <p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"><li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li></ul> <p><u>Understanding the world</u></p> <ul style="list-style-type: none"><li>- Begin to make sense of their own life-story and family's history.</li></ul>	<p><b>What will we find on our great plant hunters' expedition? Which tales from the seashore can we share? Computer Science – Summer Fun</b></p> <p><u>Early Years   EN   Barefoot Computing</u></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"><li>✓ Creating – making maps and talking about the positions of objects on maps.</li><li>✓ Logic – build on prior knowledge to form ideas.</li><li>✓ Pattern – collect, group and organise items collected on a walk and begin to represent as a pictogram.</li><li>✓ Abstraction – focus on what is important.</li><li>✓ Decomposition – break down tasks into smaller parts.</li><li>✓ Algorithms – recognise a sequence of instructions.</li></ul> <p><u>Active Learning</u></p> <ul style="list-style-type: none"><li>- respond to new experiences that you bring to their attention.</li></ul> <p>Understanding the world</p>			

	<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.		- 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...'		- 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	
Year 1	<b>How can we be sky heroes?</b> <b>Lesson Starter or Time Together: Project evolve Self-image and identity. Online relationships</b> 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.	<b>Why do we tell stories?</b> <b>Lesson Starter or Time Together: Project Evolve Online relationships &amp; Online bullying</b> 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.	<b>What is it like to go on a Mystery Voyage?</b> <b>Lesson Starter or Time Together: Project Evolve Online reputation. Managing online information.</b> 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	<b>Who is the giant of Sky?</b> <b>Lesson Starter or Time Together: Project Evolve Health, Well-being and Lifestyle. Copyright &amp; Ownership</b> Assessment Checkpoint: ✓ Know there are different settings for devices at home or in public places. ✓ Know what information should be shared online. ✓ <u>Connect</u> ✓ Understand online risks and the age rules for sites.	<b>How can we be garden designers?</b> <b>Lesson Starter or Time Together: Project Evolve Privacy &amp; Security</b> 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.	<b>Which animals are local to us?</b> <b>Lesson Starter or Time Together: Project Evolve Copyright &amp; Ownership</b> Assessment Checkpoint: ✓ Understand that online information can belong to a person.
	<b>Information Technology (Teach Computing)</b> <b>Technology Around us: Computing systems and networks – Technology around us</b> <a href="http://teachcomputing.org">teachcomputing.org</a> Assessment Checkpoint:	<b>Coding: On the Move (Beebots)</b> <b>Bee-Bots Tinkering Activity   Resources   Barefoot Computing</b> <b>Bee-Bots 1, 2, 3 Programming Activity   Barefoot Computing</b> Assessment Checkpoint:	<b>Coding: What are the start events? (Barefoot and D.A.R.E.S)</b> <b>Scratch Jnr code a start event, code to use a click event.</b> <a href="http://ScratchJrTinkeringActivityResourcesBarefootComputing">ScratchJr Tinkering Activity   Resources   Barefoot Computing</a>	<b>Information Technology (Teach Computing)</b> <b>Creating Media: Digital Painting</b> <a href="http://CreatingmediaDigitalpaintingteachcomputing.org">Creating media – Digital painting</a> <a href="http://teachcomputing.org">teachcomputing.org</a> <b>Recycling warriors painting: Recycling Warriors   Resources  </b>	<b>Computer Science &amp; Information Technology: Barefoot – what is an algorithm and why are they useful? Understand what algorithms are   Barefoot Computing</b> Assessment Checkpoint:	<b>Information Technology (Teach Computing): Grouping data: Data and information – Grouping data</b> <a href="http://teachcomputing.org">teachcomputing.org</a> Assessment Checkpoint: ✓ Describe objects using labels and

	<ul style="list-style-type: none"> <li>✓ Classify objects that are technology.</li> <li>✓ Recognise and name different parts of the computer.</li> <li>✓ Use a mouse in a controlled manner.</li> <li>✓ Draw a picture using a mouse.</li> <li>✓ Use a keyboard to type their name.</li> <li>✓ Create rules on how to use a computer safely</li> </ul>	<ul style="list-style-type: none"> <li>✓ Code objects to move.</li> <li>✓ Code individual 'Click Events'.</li> <li>✓ Code multiple 'Click Events' for multiple objects</li> <li>✓ Vocab check – teacher check understanding of following technical language: coding, algorithm, object, action, 'Click Event'.</li> </ul>	<b>Assessment Checkpoint:</b> <ul style="list-style-type: none"> <li>✓ Code a 'Start Event' to an object once the program begins.</li> <li>✓ Know there are different types of input.</li> <li>✓ Vocab check – teacher check understanding of following technical language: 'Start Events', 'Click Events' object, action, input</li> </ul>	<u><a href="http://barefootcomputing.org">Barefoot (barefootcomputing.org)</a></u> <b>Assessment Checkpoint:</b> <ul style="list-style-type: none"> <li>✓ Make marks on a digital canvas.</li> <li>✓ Create their own digital art.</li> <li>✓ Use a range of brush sizes and tools.</li> <li>✓ Compare art on paper and computers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the key parts of a sequence.</li> <li>✓ Create a precise set of instructions.</li> <li>✓ Identify and explain patterns.</li> <li>✓ To export a video from a device.</li> <li>✓ Use animation and draw tools in an application.</li> </ul>	<p>match objects to groups</p> <ul style="list-style-type: none"> <li>✓ Count and group objects</li> <li>✓ Describe properties of objects</li> <li>✓ Group properties of objects</li> </ul>
Year 2	<p><b>What do I need to be healthy?</b>  <b>Lesson Starter or Time Together: Project evolve self-image and identity. Online Relationships</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ explain how people act differently online to in person.</li> <li>✓ give examples of who can help with online bullying.</li> </ul>	<p><b>How did London adapt after the great fire?</b>  <b>Lesson Starter or Time Together: Project evolve Online Relationships. Online Bullying</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ give examples of bullying in person and online.</li> <li>✓ give examples of who can help with online bullying.</li> <li>✓ Understand online risks and the age rules for sites</li> </ul>	<p><b>Why are bees brilliant?</b>  <b>Lesson Starter or Time Together: Project evolve Online Reputation. Managing Online information.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Know that items posted online will stay up and can be view by others.</li> <li>✓ Understand that there are differences between 'made up' and 'real'.</li> <li>✓ Know there are different settings for devices at home or in public places.</li> </ul>	<p><b>How do our actions make a difference?</b>  <b>Lesson Starter or Time Together: Project evolve Managing online information. Health, well-being and lifestyle</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Know there are different settings for devices at home or in public places.</li> <li>✓ Understand online risks and the age rules for sites</li> <li>✓ Understand online risks and the age rules for sites.</li> </ul>	<p><b>Where does Chocolate come from?</b>  <b>Lesson Starter or Time Together: Project evolve Privacy and Security.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Know passwords are private as well as personal information.</li> <li>✓ Explain the importance of keeping information private and give examples of who to speak to if they are unsure.</li> </ul>	<p><b>Can we go on a seaside holiday journey through time?</b>  <b>Lesson Starter or Time Together: Project evolve Copyright and ownership</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Recognise that online content has an owner and is not free to use.</li> <li>✓ Understand online risks and the age rules for sites.</li> </ul>

	<p><b>Information Technology (Teach Computing): IT Around Us (Computers and Systems)</b>  <b>Key Stage 1</b>  <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Identify examples of computers and technology in the classroom and beyond school</li> <li>✓ Describe some uses of computers and understand that this is a part of IT</li> <li>✓ Sort IT by what it's used for and where it's found.</li> <li>✓ Identify how rules keep me safe with IT.</li> </ul>	<p><b>Computer science Programming: Programming Quizzes: Programming B - programming quizzes</b>  <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know that a sequence can be started 'on click' and predict the outcome of the sequence</li> <li>✓ Run a simple program start to end</li> <li>✓ Create and program a quiz to include a question, two sprites and an action</li> </ul> <p>Evaluate our programmes and debug any coding.</p>	<p><b>Coding: Barefoot Scratch Jnr Knock Knock joke</b>  ScratchJr Knock Knock Joke Activity   Barefoot Computing</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Make a design using a storyboard</li> <li>✓ Write a code</li> <li>✓ Debug my code</li> </ul>	<p><b>Information Technology (Teach Computing) Creating Media: Digital Photography.</b>  <b>Key Stage 1</b>  <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know how we take digital photographs</li> <li>✓ Understand what makes a good photograph and retake ours when necessary</li> <li>✓ Explore how to change the focus of a photograph.</li> <li>✓ Edit photographs after they have been taken using the technology tools</li> </ul>	<p><b>Computer Science: Algorithms - Coding a beebot to follow navigate a route on a map.</b>  Barefoot Goes Wild   Resources   Barefoot Computing</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Understand what algorithms are and how they are implemented as programs on digital devices.</li> <li>✓ Know there are different types of input.</li> <li>✓ Know that buttons in a program are also a type of input.</li> <li>✓ Understand different inputs means the computer responds with a different output.</li> <li>✓ Able to fix errors in blocks of code.</li> </ul>	<p><b>Information Technology (Teach Computing) Creating Media: Digital Music</b>  Creating media - Digital music  <a href="https://www.teachcomputing.org">teachcomputing.org</a>  Chrome Music Lab  <a href="https://chromeexperiments.com">chromeexperiments.com</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Manipulate sound and timings.</li> <li>✓ Select sounds and decide when they are heard.</li> <li>✓ Create a piece of digital music.</li> </ul>
Year 3	<p><b>How can we identify our native trees?</b>  <b>Lesson Starter or Time Together: Project evolve Self image &amp; identity. Online relationships</b></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know what information is ok to share online.</li> </ul>	<p><b>Who were the ancient inhabitants of Cornwall?</b>  <b>Lesson Starter or Time Together: Project evolve Online Relationships. Online bullying.</b></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know what information is ok to share online.</li> </ul>	<p><b>What will we learn on our rainforest adventures?</b>  <b>Lesson Starter or Time Together: Project evolve Online reputation Managing Online Information</b></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Say what is ok to share online.</li> <li>✓ Give examples of what people may or</li> </ul>	<p><b>What did the Ancient Egyptians live in harmony with nature?</b>  <b>Lesson Starter or Time Together: Project evolve Managing online information. Health, well-being and lifestyle</b></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know that there are differences between</li> </ul>	<p><b>How does light help us to see?</b>  <b>Lesson Starter or Time Together: Project evolve Privacy and security. Copyright and ownership</b></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know why data is kept private and how companies and devices store it.</li> </ul>	<p><b>What makes Cornwall unique?</b>  <b>Lesson Starter or Time Together: Project evolve Copyright and ownership</b></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain why copying other people's work from online is not fair.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Know that not everything online is a fact.</li> <li>✓ Understand that websites gather personal information.</li> <li>✓ Understand that technology isn't always a positive experience.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know that not everything online is a fact.</li> <li>✓ Understand that websites gather personal information.</li> <li>✓ Understand that technology isn't always a positive experience.</li> <li>✓</li> </ul>	<p>may not be willing to share online</p> <ul style="list-style-type: none"> <li>✓ Know that there are differences between a 'belief', 'opinion' and 'fact'.</li> <li>✓ Know how website gather information online.</li> </ul>	<p>a 'belief', 'opinion' and 'fact'.</p> <ul style="list-style-type: none"> <li>✓ Know how website gather information online.</li> <li>✓ Understand the importance of age restrictions online</li> </ul>		
	<p><b>Information Technology (Teach computing):</b> Computing systems and networks – Connecting Computers. <a href="https://www.teachcomputing.org/computing-systems-and-networks-connecting-computers">Computing systems and networks – Connecting computers</a> <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain that digital devices accept inputs and produce outputs.</li> <li>✓ Describe parts of a simple process.</li> <li>✓ Compare digital and non-digital tools and their processes.</li> <li>✓ Explain how networks join devices together across a school, town, country and the world.</li> </ul>	<p><b>Computer Science &amp; Coding:</b> Fossil Formation animation and (Barefoot &amp; D.A.R.E.S) <a href="https://www.barefootcomputing.org/fossil-formation-animation">Fossil Formation Animation   Resources   Barefoot Computing</a> <a href="https://www.mit.edu/~6.034/scratch-program">Scratch - Imagine, Program, Share (mit.edu)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ To write a program with a sequence of instructions.</li> <li>✓ To understand how to correctly sequence an algorithm.</li> <li>✓ To understand the importance of a correctly sequence algorithm and code.</li> <li>✓ To debug our coding.</li> <li>✓ To evaluate our sequence.</li> <li>✓ Condition means something needs to</li> </ul>	<p><b>Coding: (Kodu)</b> To create a 3D game using coding. <a href="https://www.kodugamelab.com/tinkering-activity">Kodu Tinkering Activity   Resources   Barefoot Computing</a> <a href="https://www.kodugamelab.com">Kodu Game Lab   KoduGameLab</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ To independently tinker with a pre-made game and develop an understanding of how the programming works.</li> <li>✓ To build a terrain and populate it with characters and props.</li> <li>✓ To use tiles to program a game.</li> <li>✓ behaviours and game rules.</li> <li>✓ Pupils test and debug their games in Kodu.</li> <li>✓ Pupils can evaluate each other's games.</li> </ul>	<p><b>Information Technology (Teach computing):</b> Stop-frame-animation <a href="https://www.teachcomputing.org/creating-media-stop-frame-animation">Creating media - Stop-frame animation</a> <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><a href="https://www.barefootcomputing.org/planet-protectors">Planet Protectors   Resources   Barefoot</a> <a href="https://www.barefootcomputing.org">barefootcomputing.org</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain that animation is a sequence of drawings or photographs.</li> <li>✓ Relate animated movement with a sequence of images.</li> <li>✓ Plan an animation.</li> <li>✓ Review a sequence of frames to check their work.</li> </ul>	<p><b>Coding: Events and actions in programs.</b> <a href="https://www.teachcomputing.org/programming-b-events-and-actions-in-programs">Programming B - Events and actions in programs</a> <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><a href="https://www.mit.edu/~6.034/y3b-l6-project-remix-on-scratch">Y3B - L6 project remix on Scratch (mit.edu)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ To move a sprite in four directions (up, down, left and right).</li> <li>✓ To move within the context of a maze.</li> <li>✓ To begin to use pen blocks.</li> <li>✓ To draw lines with sprites and change the size and colour of their lines.</li> <li>✓ To design, code and evaluate their own maze tracing program.</li> </ul>	<p><b>Information Technology (Teach computing):</b> Desktop publishing <a href="https://www.teachcomputing.org/creating-media-desktop-publishing">Creating media – Desktop publishing</a> <a href="https://www.teachcomputing.org">teachcomputing.org</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Recognise that text and images can communicate messages clearly.</li> <li>✓ Change font style, size and colour of text.</li> <li>✓ Recognise placeholders and the orientation of a page using templates for a purpose.</li> <li>✓ Choose the best locations for content including text and images to create a magazine cover.</li> </ul>

		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'.		✓ Improve their animation based on feedback. ✓ Evaluate the impact of adding other media to an animation.		✓ Identify uses of desktop publishing in the real world as well as matching layouts to purposes.
Year 4	<b>What can we learn from the Ancient Greeks?</b> <b>Lesson Starter or Time Together: Project evolve Self-image and identity. Online relationships.</b>  Assessment Checkpoint: ✓ Describe identities on and offline ✓ Describe respectful behaviour online.	<b>What is it like to live in modern Greece?</b> <b>Lesson Starter or Time Together: Project evolve Online relationships. Online Bullying</b>  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	<b>Why did the Romans invade and how did they defend Britain?</b> <b>Lesson Starter or Time Together: Project evolve Online reputation. Managing online information.</b>  Assessment Checkpoint: ✓ Know that information about people online can be searched, created and copied by others. ✓ Search online to find accurate and reliable information.	<b>What makes the Earth explode?</b> <b>Lesson Starter or Time Together: Project evolve Managing online information. Health, wellbeing and lifestyle.</b>  Assessment Checkpoint: ✓ Search online to find accurate and reliable information. ✓ Explain there are positive and negative effects of technology on health and wellbeing	<b>Where does energy come from?</b> <b>Lesson Starter or Time Together: Project evolve Privacy and security.</b>  Assessment Checkpoint: ✓ Know that internet services need consent to store data. ✓ Explain what digital consent is.	<b>From Source to Sea: What journey does a river take?</b> <b>Lesson Starter or Time Together: Project evolve Copyright and ownership.</b>  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'.
	<b>Information Technology (Teach Computing): Computer network and systems: The Internet</b>	<b>Coding – Repetition: Shapes and Crystal Flowers.</b>	<b>Information Technology (Teach Computing): Creating Media: Audio Production.</b>	<b>Computer Science: Programming outputs, inputs, control –</b>	<b>Information Technology (Teach Computing): Creating Media – Photo editing.</b>	<b>Computer Science: Data Dash.</b> <a href="#">Data Dash   Resources   Barefoot Computing</a>



	<p><a href="https://teachcomputing.org">Computing systems and networks – The Internet (teachcomputing.org)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Appreciate the internet as a network of networks that needs to be kept secure.</li> <li>✓ Understand the World Wide Web (WWW) is part of the internet.</li> <li>✓ Explore the WWW to learn who owns content, what they can access, create and add.</li> <li>✓ Evaluate online content and decide how honest, accurate or reliable it is.</li> </ul>	<p><a href="https://teachcomputing.org">Shapes &amp; Crystal Flowers Repetition   Barefoot Computing</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the concept of repetition.</li> <li>✓ Explore the benefit of repetition commands.</li> <li>✓ Code a repeat command in a program to draw shapes and create crystal flowers.</li> <li>✓ Explain what my repeat commands do.</li> <li>✓ Debug our programs when required.</li> </ul>	<p><a href="https://teachcomputing.org">Creating media - Audio production (teachcomputing.org)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ To identify the input device (microphone) and output devices (speaker or headphones) required to work sound digitally.</li> <li>✓ Consider the ownership of digital audio and copyright implications.</li> <li>✓ Edit, save and evaluate their work.</li> <li>✓ Produce a podcast</li> </ul>	<p><b>Classroom sound monitor.</b> <a href="https://teachcomputing.org">Classroom Sound Monitor   Resources   Barefoot Computing</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ To understand that sound monitors are examples of control programs.</li> <li>✓ 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).</li> <li>✓ To write and create a control program.</li> </ul>	<p><a href="https://teachcomputing.org">Creating media – Photo editing (teachcomputing.org)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Understand how digital images can be changed and edited.</li> <li>✓ Understand how digital images can be resaved and reused.</li> <li>✓ Consider the impact editing images can have.</li> <li>✓ Evaluate the effectiveness of their choices.</li> </ul>	<p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know a data attribute is a feature or property of something.</li> <li>✓ Know a data value is a value collected for a data attribute.</li> <li>✓ Select and use data values and attributes to work out the answers to questions.</li> <li>✓ Identify which data attributes are required to answer a question.</li> <li>✓ Construct a recording table</li> </ul>
Year 5	<p><b>What was the impact of invaders and settlers?</b> Lesson Starter or Time Together: Project evolve Self-image and Identity. Online relationships.</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain online identities and how there can be online identity fraud.</li> </ul>	<p><b>How did trade get global?</b> Lesson Starter or Time Together: Project evolve Online relationships. Online bullying.</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain and give example of responsible online behaviour including in</li> </ul>	<p><b>What can we learn from the solar system and stars?</b> Lesson Starter or Time Together: Project evolve Online reputation. Managing online information.</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ That there are ways to search about individuals online and</li> </ul>	<p><b>How can we protect our local wildlife?</b> Lesson Starter or Time Together: Project evolve Managing online information.</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Know the benefits and limitations of using online searches including voice.</li> </ul>	<p><b>How were our white pyramids created?</b> Lesson Starter or Time Together: Project evolve Health, wellbeing and lifestyle.</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Find different ways technology can improve or be a detriment to our</li> </ul>	<p><b>How can we ensure our oceans stay amazing?</b> Lesson Starter or Time Together: Project evolve Privacy and security. Copyright and ownership.</p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ That apps have permissions and they read our device's data.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Explain and give example of responsible online behaviour including in online communities.</li> <li>✓ Recognise online communities.</li> </ul>	<p>online communities.</p> <ul style="list-style-type: none"> <li>✓ Recognise online communities.</li> <li>✓ Recognise poor online behaviour and know who can help if they or other people feel uncomfortable.</li> </ul>	<p>this may create a 'false' perspective of them.</p> <ul style="list-style-type: none"> <li>✓ Know the benefits and limitations of using online searches including voice.</li> <li>✓ Have an understanding of how content can be 'boosted' or 'promoted' by companies, vloggers and influencers.</li> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how content can be 'boosted' or 'promoted' by companies, vloggers and influencers.</li> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems</li> </ul>	<p>health and well-being.</p> <ul style="list-style-type: none"> <li>✓ How some apps or games request payments.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assess and justify when to use other's work.</li> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>✓ Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>✓ Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul>
	<p><b>Information Technology (Teach Computing):</b> <b>Computing systems and networks – systems and searching.</b> <a href="#">Computing systems and networks - systems and searching (teachcomputing.org)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Understand how information is transferred between systems and devices.</li> </ul>	<p><b>Coding:</b> <b>Variables – Maths Quiz Variables.</b> <a href="#">Maths Quiz Variables   Resources   Barefoot Computing</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain how variables are useful for more than just keeping track of time or tallying a score.</li> <li>✓ Know that variables can be combined with conditional events</li> </ul>	<p><b>Computer Science &amp; Coding:</b> <b>Solar system simulation.</b> <a href="#">Solar System Simulation   Resources   Barefoot Computing</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the term abstraction.</li> <li>✓ Recognise sequences and patterns.</li> <li>✓ Understand what simulation is.</li> </ul>	<p><b>Information Technology (Teach Computing):</b> <b>Creating Media – Video production.</b> <a href="#">Creating media - Video production (teachcomputing.org)</a> <a href="#">Climate Crisis Video Power Savers   Resources   Barefoot (barefootcomputing.org)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Explain what makes a video effective.</li> </ul>	<p><b>Computer Science:</b> Use understanding of sequences to predict what a programme will do: <b>World Map Logic Activity.</b> <a href="#">World Map Logic Activity   Resources   Barefoot Computing</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Pupils identify the sequence of steps and what they do.</li> </ul>	<p><b>Information Technology (Teach Computing):</b> <b>Creating Media:</b> <b>Introduction to vector graphics.</b> <a href="#">Creating media - Introduction to vector graphics (teachcomputing.org)</a></p> <p><b>Assessment Checkpoint:</b></p> <ul style="list-style-type: none"> <li>✓ Identify that drawing tools can be used to produce different outcomes.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ Consider small-scale and large-scale systems.</li> <li>✓ Explain the input, output and process aspects of a variety of different real-world systems.</li> <li>✓ Understand how information is found on the WWW by understanding how search engines work and what influences searching.</li> </ul>	<p>and can also be used to create Boolean expressions.</p> <ul style="list-style-type: none"> <li>✓ Vocab check – teacher check understanding of following technical language: random numbers, range, coordinates, ‘hit events’, values.</li> <li>✓ Know that Boolean expressions are like ‘true or false’ type questions that you can ask the computer.</li> <li>✓ Choose the most suitable applications and devices for the purposes of communication.</li> <li>✓ Collaborate with others online on sites approved and moderated by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write a code to create a simulation.</li> <li>✓ Debug a simulation program.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use a digital device to record a video.</li> <li>✓ Capture video using a range of techniques.</li> <li>✓ Create a storyboard.</li> <li>✓ Reshoot and edit video footage to improve it.</li> <li>✓ Evaluate our videos and share opinions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Predict what the program will do.</li> <li>✓ Explain why you think this.</li> <li>✓ Create and debug a simple program.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Create a vector drawing by combining different shapes.</li> <li>✓ Use tools to achieve a desired effect.</li> <li>✓ Recognise that vector drawings consist of layers.</li> <li>✓ Group objects to make them easier to work with.</li> <li>✓ Create a vector drawing for a specific purpose and compare with freehand drawings.</li> </ul>
Year 6	<p><b>How do the Innuits of the arctic live with nature?</b></p> <p><b>Lesson Starter or Time Together: Project evolve Self-image and identity. Online relationships.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Know who can help with problems online.</li> <li>✓ How best to support themselves and others in tricky situations online.</li> </ul>	<p><b>How does light travel?</b></p> <p><b>Lesson Starter or Time Together: Project evolve Online bullying. Online reputation.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ What to do if they feel threatened online.</li> <li>✓ Why online relationships can be dangerous and how to stay safe.</li> </ul>	<p><b>How will we rise to the challenge of climate change?</b></p> <p><b>Lesson Starter or Time Together: Project evolve Managing online information.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ define terms “influence, manipulation and persuasion”.</li> <li>✓ Analyse and evaluate the validity of facts.</li> </ul>	<p><b>What can we learn from life on the home front?</b></p> <p><b>Lesson Starter or Time Together: Project evolve Managing online information.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ define terms “influence, manipulation and persuasion”.</li> <li>✓ Analyse and evaluate the validity of facts.</li> <li>✓ Understand the difference between</li> </ul>	<p><b>The Cornish emigration: why did they leave and where did they go?</b></p> <p><b>Lesson Starter or Time Together: Project evolve Health, wellbeing and lifestyle. Privacy and security.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Understand common systems that regulate age-related content.</li> <li>✓ Identify strategies to limit the impact of technology on health.</li> </ul>	<p><b>What will make me a great leader?</b></p> <p><b>Lesson Starter or Time Together: Project evolve privacy and security. Copyright and ownership.</b></p> <p>Assessment Checkpoint:</p> <ul style="list-style-type: none"> <li>✓ Explain the importance of copyright.</li> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to</li> </ul>

	<ul style="list-style-type: none"> <li>✓ How to be best prepared of conflict online.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>✓ Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand the difference between disinformation and misinformation.</li> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>✓ Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul>	<p>disinformation and misinformation.</p> <ul style="list-style-type: none"> <li>✓ Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>✓ Understand the effect of online comments and show responsibility and sensitivity when online.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know that there are ways to manage passwords and that there are people online who want to gather data.</li> </ul>	<p>minimise risk and report problems.</p> <ul style="list-style-type: none"> <li>✓ Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> </ul>
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