



KSI Computing Rolling Programme

Year B	Knowledge & Skills	E-safety	Vocabulary
Autumn 1	<p>Textease To be able to use the backspace key to correct mistakes. To be able to use the space bar key to create spaces between the types words and use the shift key where appropriate. To be able to write in full sentences using spaces, capital letters and full stops.</p> <p>To be able to recognise and use the return/enter key to insert line breaks and create a new paragraph. Demonstrate to the children how to use the 'delete key' and backspace key to correct mistakes or alter the end text product.</p> <p>Use textease programme to demonstrate how to use spacebar to create a space between words and how the shift key can make a capital letter.</p> <p>To be able to highlight text to change the style and font size such as B, U, I.</p> <p>To be able to save work using the file and 'save as' option. Those who are comfortable to use the CTL + S function to save a piece of work.</p> <p>To be able to retrieve a saved piece of work using the open folder icon with support for all and independently for some children.</p> <p><i>Outcome</i> <i>Produce a piece of written work, with spaces, different font & sizes, with capital letters.</i></p>	<p>Staying Safe Online Pupils will learn how to stay safe online and how to avoid sharing personal information and images.</p> <p><i>Outcome</i> <i>Pupils will discuss the use of SMART rules</i></p>	<p>Templates Documents Index finger typing Enter/return Caps lock Backspace Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching</p>
Autumn 2	<p>Beebots Use a beebot more independently. To understand and perform forwards, backwards, up and down instructions. To put together 2 or more instructions to control a programmable toy. To use appropriate keys to make the beebots go forward, backward, left and right and up and down, by using instructions e.g. forward 4, right 1. To enter a sequence of instructions to draw a square. Be able to write/ amend instructions so that they can be followed by others. Be able to look at a set of instructions and predict where the beebot might go.</p>	<p>Screen out the Mean Pupils will learn how to communicate appropriately online and what friendship means online. Pupils will also explore how to respond to cyberbullying.</p> <p>Smarty the Penguin <i>Outcome</i> <i>Pupils to devise rules for appropriate behaviour online.</i></p>	<p>Forward Backward Right-angle turn Algorithm Sequence Debug Predict Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching</p>



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	<p>To control a character in an adventure or quest game on screen.</p> <p>To avoid obstacles when giving instructions.</p> <p><i>Outcome</i></p> <p><i>Children to enter instructions to get the beebots to go to different objects. Demonstrate how to enter sequence of instructions, such as to draw shapes, e.g. forward 10, right 1, forward 5, right 1, forward 5, right 1, forward 5. Give the children opportunity to predict and test sequence of instructions.</i></p>		
Spring 1	<p>Databases</p> <p>To be able to enter a range of data into a template on a computer to make a graph.</p> <p>To be able to talk independently about the results shown on the graphs and create questions about this.</p> <p>To be able to fill in a data collection sheet with some support. To be able to enter the information collected from the data sheet to make a graph and print this out.</p> <p>To be able to add a record to a file in a computer database with support.</p> <p>To be able to ask simple questions about a database</p> <p><i>Outcome</i></p> <p><i>Use a topic such as 'pets' and make a list of questions to ask about the pets e.g. what kind of pets do you have? From here, children to create a simple pictogram where simple questions can be answered for e.g. how many people have dogs? Do more people have cats or hamsters? Get the children to think about whether a pictogram can answer this fully.</i></p>	<p>My Online Life</p> <p>Pupils will develop their knowledge of how to behave online and whether to trust everything that they read. Know that you can be accidentally diverted from website through a link to a new website, advertising or pop-up.</p> <p>Understand what advertising is and learn to ignore embedded advertising</p> <p>Understand that some information online may be untrue (spoof websites).</p> <p><i>Outcome</i></p> <p><i>How to use back button etc to get away from unsafe websites and inform known adults.</i></p>	<p>Questions</p> <p>Data collection</p> <p>Graphs</p> <p>Charts</p> <p>Save</p> <p>Retrieve</p> <p>Appropriate/inappropriate sites</p> <p>Cyber-bullying</p> <p>Digital footprint</p> <p>Keyword searching</p>
Spring 2	<p>Online publishing</p> <p>Know that they need to check information before uploading.</p> <p>Know that the internet can be viewed by anybody and that a secure areas of the school website can only be viewed by people connected to school.</p> <p><i>Outcome</i></p> <p><i>To produce an article/piece of work to publish on the school blog.</i></p>	<p>Staying Safe Online</p> <p>Pupils will learn how to stay safe online and how to avoid sharing personal information and images.</p> <p><i>Outcome</i></p> <p><i>Pupils will make poster of SMART rules</i></p>	<p>Information sources</p> <p>Communication</p> <p>Purposes</p> <p>Website content</p> <p>Appropriate/inappropriate sites</p> <p>Cyber-bullying</p> <p>Digital footprint</p> <p>Keyword searching</p>
Summer 1	<p>Information Technology - animation</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Understand that an animation is a creation of many slides together.</p>	<p>Screen out the Mean</p> <p>Pupils will learn how to communicate appropriately online and what friendship means online. Pupils will also explore how to respond to cyberbullying.</p> <p>Smarty the Penguin</p>	<p>Animation</p> <p>Slide</p> <p>Copy</p> <p>Paste</p> <p>Object</p>



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	<p>Learn to copy and paste each slide to create the animation. Select objects, increase & decrease in size, to move across the slide. Improve and edit animation from previous week. <i>Outcome</i> <i>Produce an animation of....</i></p>	<p><i>Outcome</i> <i>Pupils to devise rules for appropriate behaviour online and publish on school blog.</i></p>	<p>Edit</p>
<p>Summer 2</p>	<p>Websites & emailing To look at websites and discuss what I see. To click on links in a website. To use the back button on a website. To know that information can be found using the internet. To print a webpage to use as a resource. To understand there are different ways of sending a message. To recognise what an email address looks like. To join in sending a class email message. To find the @ key and check that email addresses are in lower case. To send and reply to messages sent by a safe e- mail partner (within school). <i>Outcome</i> <i>Send an email from their class teacher account to another adult within school.</i></p>	<p>My Online Life Pupils will develop their knowledge of how to behave online and whether to trust everything that they read. Know that you can be accidently diverted from website through a link to a new website, advertising or pop-up. Understand what advertising is and learn to ignore embedded advertising Understand that some information online may be untrue (spooof websites). <i>Outcome</i> <i>How to use back button etc to get away from unsafe websites and inform known adults.</i></p>	<p>Appropriate/inappropriate sites Cyber-bullying Digital footprint Keyword searching Information sources Communication Purposes Website content</p>