



Year B	Knowledge & Skills	E-safety	Vocabulary
Autumn 1	<p>Information Technology Multimedia To be able to use ICT such as cameras, IPOD and IPADS to capture still images independently. To be able to use ICT such as camera, IPODS and IPADS to record sounds and capture both still and video images appropriate to the task which is being done. To be able to create a presentation of 3 -5 slides that is fit for purpose including text and images. To be able to ensure that my presentation moves on with the click of a mouse. To be able to put some animation with support into my presentation. To be able to make multimedia presentations which contain basic sound, transition animation between slides and buttons (click of the mouse) to navigate with some support. I have made a home page for a web site that contains links to other pages. To be able to capture my own simple sounds videos and images.</p>	<p>Staying Safe Online Pupils will further their understanding of online bullying and how to get help. <i>Outcome</i> <i>To understand what cyberbullying is.</i></p>	<p>E-safety rules Secure passwords Report abuse button Gaming Blogs Creating + modifying Specific purpose Photo modifying Keyboard shortcuts Bullet points Spell check Constructive feedback</p>
Autumn 2	<p>Computer Science Textease Turtle/ Logo To control the textease turtle or equivalent independently. To draw a square, rectangle and other regular shapes on screen, using commands (e.g. pen up, pen down, repeat. To be able to create a series of instructions to enable create a design or write initials. To use more complex methods of instruction; using Blue keypad (Short hand vocabulary) only as a prompt to write instructions. <i>Outcome</i></p>	<p>Staying Safe Online Pupils will further their understanding of online bullying and how to get help. <i>Outcome</i> <i>The different forms of cyberbullying.</i> <i>(NOTE PPT INCLUDES SEXTING)</i></p>	<p>E-safety rules Secure passwords Report abuse button Gaming Blogs Type + edit logo commands Sensors Open-ended problems Bugs in programs Complex programming</p>
Spring 1	<p>Information Technology Databases To be able to design simple questionnaires to record numbers, text and choices. To be able to translate questions into search criteria to find answers from a database independently. To be able to enter data into a database and make bar charts from this data. To be able to know that different graphs such as line graphs and bar charts are used for different purposes such as showing favourite team or temperature throughout the day. To be able to create charts, graphs and tables that I create and copy and paste into other documents with some support. Use the 'AND' functions in searching a database. To be able to enter simple labels and numbers into an excel spreadsheet. To be able to recognise the grid layout of a spreadsheet program</p>	<p>Real or Fake? Pupils will become aware of 'fake news' and learn how to assess what they read. They will learn skills to help them determine if something is real or fake. <i>Outcome</i> <i>To understand what fake news.</i></p>	<p>Database creation Database searches Inaccurate data</p>



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	<p>To be able to use the terms cell, rows and columns knowing what they mean with confidence.</p> <p>To be able to enter data highlight it and make bar charts.</p> <p>To be able to recognise that the function 'SUM' can be used to calculate the total of a set of numbers in a range of cells.</p> <p><i>Outcome</i></p> <p><i>Pupils evaluate their data to decide if it answers the question 'Are we as fast as a professional athlete?' and identify any further data attributes which might be required. Pupils use spreadsheets to create further calculated data and analyse this to provide an answer to their given question.</i></p>		
<p>Spring 2</p>	<p>Digital Literacy</p> <p>Websites</p> <p>I can conduct a search on a website</p> <p>I can refine my search to get more accurate results</p> <p>I search for the most suitable website, refining my search as appropriate.</p> <p>I can copy extracts of text to paste into a document for editing</p> <p>Emails and Messages</p> <p>I can conduct a video chat with someone elsewhere in the school or in another school.</p> <p>I can send an e-mail with an attachment. I can write a blog</p> <p><i>Outcome</i></p> <p><i>To contribute to the school blog.</i></p>	<p>Real or Fake?</p> <p>Pupils will become aware of 'fake news' and learn how to assess what they read. They will learn skills to help them determine if something is real or fake.</p> <p><i>Outcome</i></p> <p><i>To be able to identify between real & fake news.</i></p>	<p>Different networks</p> <p>Information collection</p> <p>Reliability</p> <p>Owners</p>
<p>Summer 1</p>	<p>Information Technology</p> <p>Word</p> <p>To be able to change the font, format and size of any text making appropriate for the text type.</p> <p>To be able to delete, insert and replace text to improve clarity and create mood depending on the audience.</p> <p>To be able to use a spell checker at all times to edit spellings within the text.</p> <p>To be able to highlight text to copy and paste.</p> <p>To be able to use control c/v to copy and paste any words from a document or a range of sources.</p> <p>To be able to can create a text box and position it into a suitable place on the page.</p> <p>To be able to align my text using the left, right and centre tools within the word package independently.</p> <p>To be able to amend text using the find and replace function.</p> <p>To be able to change the page layout to portrait or landscape independently.</p> <p>To be able to confidently format all text to suit the purpose of my document for e.g. letter or instruction text.</p> <p>To be able to use the bullets and numbering tools confidently.</p>	<p>My Online Life</p> <p>Pupils will develop their knowledge of whether they can control their online reputation. They will also look at how technology can have a negative impact on people's lives</p> <p><i>Outcome</i></p> <p><i>What is their online reputation?</i></p>	<p>Image bank</p> <p>Word bank</p> <p>Space bar</p> <p>Rules</p> <p>Online</p> <p>Private information</p> <p>Email</p> <p>Multimedia</p> <p>Presentations</p> <p>Alignment</p> <p>Brush size</p> <p>Repeats</p> <p>Reflections</p> <p>Green screening</p> <p>Amend</p> <p>Copy</p> <p>Paste</p>



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	<p>To be able to use the word count tool to check the length of my document so that it remains within limit.</p> <p>To be able to 'save as' function to keep drafts and the CTL + S function to save any new updates whilst working on task.</p> <p><i>Outcome</i></p> <p><i>To ensure that a range of writing is produced to meet the needs of an audience.</i></p>		
Summer 2	<p>Digital Literacy Networks</p> <p>I can log on to the pupil shared network I can understand a computer network is a group of computers connected together. I can add and retrieve information or files from the pupil shared network, such as class work or independent research. Develop understanding of what a computer network is and know that the internet is a network. Understand wireless and wired networks. LAN and WAN Networks..</p> <p><i>Outcome</i></p> <p><i>demonstrate an understanding of the different component parts of a wide-area network system (or 'WAN' for short)</i></p>	<p>My Online Life Pupils will develop their knowledge of whether they can control their online reputation. They will also look at how technology can have a negative impact on people's lives</p> <p><i>Outcome</i></p> <p><i>What negative impact can technology have on our lives.</i></p>	<p>School network Devices Computer parts Collaborate Appropriate online communication Search tools Appropriate websites Owner</p>