

# Computing

3 strands

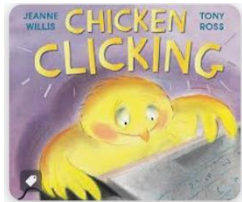
Digital  
Literacy

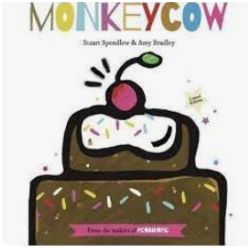
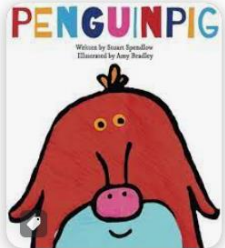
Computer  
Science

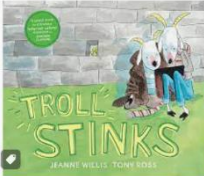
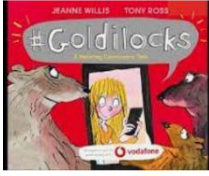
Information  
Technology

<b>Digital Literacy</b>	<b>Computer Science</b>	<b>Information Technology</b>
<p><b>How to sum it up</b> - how devices can be used effectively, safely and responsibly</p> <p><b>Key aspects:</b></p> <ul style="list-style-type: none"><li>- how to use the device (computer, iPad, programmable toy)</li><li>- searching and selecting information</li><li>- online safety</li></ul>	<p><b>How to sum it up</b> - how computers work</p> <p><b>Key aspects:</b></p> <ul style="list-style-type: none"><li>- computation, algorithms and programming, data (input, process, output), systems</li><li>- Knowledge of programming is hierarchical and sequential. Begin with a secure base.</li><li>- Give children practical programming experience that begins with tinkering – in EYFS and at the start of a new unit/program.</li><li>- Our pupils have told us they find coding hard, so they need time to learn by exploring first.</li></ul>	<p><b>How to sum it up</b> - how computers are used purposefully</p> <p><b>Key aspects:</b></p> <ul style="list-style-type: none"><li>- The creation of <b>digital artefacts</b> (anything created on a device) – presentations, videos, animations, spreadsheets</li><li>- Understanding <b>computing contexts</b> – how computing is used in various ways; how and what technology underpins those uses</li></ul>
OSC = Online Safety Code (Acceptable Use Policy)		

## Autumn Medium Term Plan Hollinswood Primary School and Nursery Computing – Digital Literacy

	Substantive knowledge – the stuff of Computing	Disciplinary knowledge – how Computing is studied	Vocabulary	Big Question and Linked Text
EYFS –	<p><b>I know:</b></p> <p>what rules are</p> <p>that rules are important</p> <p>why rules are important</p> <p>what screen time is</p> <p>some ways to keep safe on technology</p> <p>what a program is</p> <p>what a website is</p> <p>there are a range of devices to access programs and websites</p>	<p><b>I know:</b></p> <p>the reason for rules</p> <p>why I should limit screen time to keep healthy</p> <p>some of the other activities I can do instead of screen time</p> <p>I should talk to a trusted adult if something goes wrong</p> <p>I should tell my teacher if I spot damage to equipment (OSC)</p> <p>I should only use the program or website that my class is working on (OSC)</p> <p><b>I know how to:</b></p> <p>follow rules</p> <p>explain the reasons for rules</p> <p>explain right from wrong</p> <p>take care of school equipment (OSC)</p>	<p>screen time</p> <p>rules</p> <p>trusted adult</p> <p>teacher</p> <p>family</p> <p>program</p> <p>website</p> <p>technology</p> <p>tablet</p> <p>laptop</p> <p>phone</p> <p>iPad</p> <p>games console</p>	<p><b>Text:</b></p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>What did the Chicken do wrong?</p> </div> </div> <p><b>Resources/staff subject knowledge:</b></p> <p>CEOP – ThinkUKnow  <a href="https://www.thinkuknow.co.uk/5_7/">https://www.thinkuknow.co.uk/5_7/</a></p> <p><a href="#">Smartie the Penguin   Childnet</a>  <a href="#">Search and Access Resources ▶ Year Group ▶ Early Years</a>  <a href="#">▶ Online Relationships (projectevolve.co.uk)</a></p> <p><a href="https://www.ilearn2.co.uk/e-safety---early-years.html">https://www.ilearn2.co.uk/e-safety---early-years.html</a>            Literacy and Numeracy links:  <a href="https://www.ilearn2.co.uk/digital-numeracy-and-literacy---early-years.html">https://www.ilearn2.co.uk/digital-numeracy-and-literacy---early-years.html</a></p>

	Substantive knowledge – the stuff of Computing	Disciplinary knowledge – how Computing is studied.	Vocabulary	Big Question and Linked Text
Year 1	<p><b>I know:</b></p> <p>why it is important to create avatars</p> <p>why it is important to log out of Purple Mash</p> <p>that people sometimes behave differently online</p> <p>sometimes people pretend to be someone they are not</p> <p>what personal information is</p> <p><b>use technology safely and respectfully, keeping personal information private (NC)</b></p>	<p><b>I know:</b></p> <p>why I should log out when I have finished</p> <p>I should tell my teacher if I spot damage to equipment (OSC)</p> <p>I should keep my password private (OSC)</p> <p>I should follow the online safety rules at home (OSC)</p> <p><b>I know how to:</b></p> <p>log in/out of Purple Mash</p> <p>edit my avatar</p> <p>log out of Purple Mash</p> <p>take care of school equipment (OSC)</p>	<p>avatar</p> <p>online</p> <p>website</p> <p>log in/out</p> <p>password</p> <p>private</p> <p>identity</p> <p>technology</p> <p>laptop</p> <p>tablet</p> <p>pc</p> <p>phone</p> <p>games console</p> <p>personal information</p> <p>behaviour</p> <p>right</p> <p>wrong</p> <p>equipment</p>	<p><b>Texts</b></p> <p>How can I be responsible in computing?</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Resources/staff subject knowledge:</b></p> <p>Purple Mash online safety lessons: <a href="#">Purple Mash by 2Simple</a></p> <p>Only cover Hector's World episodes: <a href="https://www.ilearn2.co.uk/e-safety---key-stage-1.html">https://www.ilearn2.co.uk/e-safety---key-stage-1.html</a></p> <p>Self-image and identity – online behaviour lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Self-Image and Identity (projectevolve.co.uk)</a></p> <p>Speaking to a trusted adult lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Self-Image and Identity (projectevolve.co.uk)</a></p> <p>Being kind online and offline lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Being kind and considerate lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Click here for: <a href="#">Autumn resources Digital Literacy</a></p>

	<b>Substantive knowledge – the stuff of Computing</b>	<b>Disciplinary knowledge – how Computing is studied.</b>	<b>Vocabulary</b>	<b>Big Question and Linked Text</b>
<b>Year 2</b>	<p><b>I know:</b></p> <p>why I have my own username and password</p> <p>that information put online leaves a digital footprint</p> <p>it is important to think carefully about information I put online</p> <p>there are other search engines apart from Google</p> <p>that the same principles apply to online relationships as face-to-face ones</p> <p>it is important to be respectful online, even when anonymous</p> <p>that some games, social media and films are age restricted</p> <p><b>identify where to go for help and support when they have concerns about content on the internet or other online technologies (NC)</b></p>	<p><b>I know:</b></p> <p>I should keep my password private (OSC)</p> <p>I should keep my password secret</p> <p>respect others' passwords</p> <p>an example of a child friendly search engine</p> <p>I should tell my teacher if I spot damage to equipment (OSC)</p> <p>I should follow the online safety rules at home (OSC)</p> <p>why there are age restrictions on games and media</p> <p><b>I know how to:</b></p> <p>log on using my own username and password</p> <p>explain what a digital footprint is</p> <p>give examples of what I do <b>not</b> want to be in my digital footprint</p> <p>report inappropriate content to a trusted adult (OSC)</p> <p>access and use a child friendly search engine</p> <p>take care of school equipment (OSC)</p> <p>treat other children's work with respect (OSC)</p>	<p>username password private confidential</p> <p>search engine Google Kiddle Swiggle</p> <p>respect child friendly in/appropriate digital footprint</p> <p>information online world wide web private internet personal information right wrong safe searching</p>	<p><b>Texts</b></p> <p>How can I be responsible online?</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Resources/staff subject knowledge:</b>  Purple Mash online safety lessons:  <a href="#">Purple Mash by 2Simple</a>  Use Jessie and Friends episodes (CEOP):  <a href="https://www.ilearn2.co.uk/e-safety---key-stage-1.html">https://www.ilearn2.co.uk/e-safety---key-stage-1.html</a>  Teach safe searching -<a href="#">Kiddle - visual search engine for kids</a> and <a href="#">Swiggle.org.uk - Child Friendly Search Engine for Kids</a> -  Also Swiggle app on iPads  SMART rules for surfing the net: <a href="#">Be SMART online   Childnet</a>  Internet research pack: <a href="#">Year 2 Research - iLearn2   Primary Computing. Made Easy.</a>  Purple Mash – ‘What is the internet?’ slideshow  Skills list: <a href="http://code-it.co.uk/dlplanning/webresearch/internet-research-skills">http://code-it.co.uk/dlplanning/webresearch/internet-research-skills</a></p> <p>Self-image and identity – saying ‘no’ lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Self-Image and Identity (projectevolve.co.uk)</a>  Online reactions lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</a>  Sharing information online lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</a>  Asking a trusted adult lesson: <a href="#">Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Healthy Gaming ppt and worksheet, discussion cards – saved here: <a href="#">Autumn resources Digital Literacy</a></p>

	<b>Substantive knowledge – the stuff of Computing</b>	<b>Disciplinary knowledge – how Computing is studied.</b>	<b>Vocabulary</b>	<b>Big Question and Linked Text</b>
<b>Year 3</b>	<p><b>I know:</b></p> <p>the consequences of giving away your password</p> <p>what makes a good password and why</p> <p>how the internet can be used to help communicate effectively</p> <p>not all information on websites is true</p> <p>the meaning of age rating symbols on digital media</p> <p>why PEGI ratings exist</p> <p>what cyberbullying is</p> <p>some rules for keeping safe online</p> <p>sometimes people pretend to be someone they are not</p>	<p><b>I know:</b></p> <p>I should not share my password with others (OSC)</p> <p>I should tell my teacher if I spot damage to equipment (OSC)</p> <p>ways to search the world wide web safely</p> <p>I should not go on inappropriate sites (OSC)</p> <p>some of the effects of playing/watching inappropriate games/content</p> <p>some strategies of dealing with cyberbullying</p> <p><b>I know how to:</b></p> <p>log on using my username and password and keep it safe (OSC)</p> <p>message respectfully online, using positive comments (OSC)</p> <p><b>use search technology effectively (NC)</b></p> <p>check information is accurate on a website</p> <p>recognise risks, harmful content and contact online</p> <p>take care of school equipment (OSC)</p> <p>report inappropriate content to a trusted adult (OSC)</p>	<p>internet</p> <p>world wide web</p> <p>in/appropriate</p> <p>report</p> <p>trusted adult</p> <p>respectful</p> <p>digital media</p> <p>web research</p> <p>search criteria</p> <p>search results</p> <p>browser</p> <p>age appropriate</p> <p>restrictions</p> <p>PEGI rating</p> <p>violence</p> <p>language</p> <p>unsuitable</p> <p>report abuse button</p> <p>blogs</p> <p>cyberbullying</p>	<p><b>Text/Video:</b></p> <p>How can I be a responsible digital citizen?</p> <p>Purple Mash online safety lessons:  <a href="#">Purple Mash by 2Simple</a>  <a href="#">What do the labels mean?   Pegi Public Site</a>  Web research guide: <a href="http://code-it.co.uk/dlplanning/webresearch/internet-research-skills">http://code-it.co.uk/dlplanning/webresearch/internet-research-skills</a>  Cyber People plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/cyberpeople">http://code-it.co.uk/dlplanning/digitalcitizenship/cyberpeople</a>  Explore <b>8-10s: Stay Safe (thinkuknow.co.uk)</b>  <a href="#">Play Like Share: Episode 3 - YouTube</a>  E-safety pack: <a href="https://www.ilearn2.co.uk/e-safety---key-stage-2.html">https://www.ilearn2.co.uk/e-safety---key-stage-2.html</a>  Belief, opinion, fact lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Three ▶ Managing Online Information (projectevolve.co.uk)</a>  Search engine auto complete lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Three ▶ Managing Online Information (projectevolve.co.uk)</a>  Trusting people online lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Three ▶ Online Relationships (projectevolve.co.uk)</a>  'Knowing' someone online lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Three ▶ Online Relationships (projectevolve.co.uk)</a>  Sharing information online lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Three ▶ Online Relationships (projectevolve.co.uk)</a>  Click here for: <a href="#">Autumn resources Digital Literacy</a></p>

	<b>Substantive knowledge – the stuff of Computing</b>	<b>Disciplinary knowledge – how Computing is studied</b>	<b>Vocabulary</b>	<b>Big Question and Linked Text</b>
<b>Year 4</b>	<p><b>I know:</b></p> <p><b>what acceptable/unacceptable behaviour online looks like (NC)</b></p> <p>some examples of safe, responsible and respectful use of technology</p> <p>some social media, and online games have age restrictions</p> <p>what online identity theft is</p> <p>all information put online leaves a digital footprint</p> <p>what phishing and scam websites are</p> <p>the risks and benefits of installing software and apps</p> <p>what malware is</p> <p>what a computer virus is</p> <p>what plagiarism is</p> <p>the importance of balancing screen time with other activities</p> <p>not all information online is true and reliable</p>	<p><b>I know:</b></p> <p>I should tell my teacher if I spot damage to equipment (OSC)</p> <p>I should not go on inappropriate sites (OSC)</p> <p>why social media and games have restrictions</p> <p>I should report concerns to a trusted adult</p> <p>the difference between researching and using information and copying it</p> <p>why I should balance active and digital activities</p> <p><b>I know how to:</b></p> <p>log on using my username and password and keep it safe (OSC)</p> <p>report inappropriate content to a trusted adult (OSC)</p> <p>message respectfully online, using positive comments (OSC)</p> <p>report concerns and get support with issues online</p> <p>explain what a digital footprint is and how it relates to identity theft</p> <p>analyse a webpage to check if it is credible</p> <p><b>use technology safely, respectfully and responsibly (NC)</b></p>	<p>internet</p> <p>world wide web</p> <p>in/appropriate</p> <p>report</p> <p>trusted adult</p> <p>respectful</p> <p>digital media</p> <p>communication</p> <p>web research</p> <p>search criteria</p> <p>search results</p> <p>browser</p> <p>plagiarism</p> <p>digital footprint</p> <p>identity theft</p> <p>reliable</p> <p>malware</p> <p>age-appropriate</p> <p>restrictions</p> <p>PEGI rating</p> <p>violence</p> <p>language</p> <p>unsuitable</p> <p>report abuse button</p> <p>blogs</p>	<p><b>Text/Video:</b></p> <p>How can I keep myself and others safe online?</p> <p><b>Resources/staff subject knowledge:</b></p> <p>Purple Mash online safety lessons:  <a href="#">Purple Mash by 2Simple</a></p> <p>Gaming media violence lesson plan – saved here: <a href="#">Autumn resources Digital Literacy</a></p> <p>E-safety pack: <a href="https://www.ilearn2.co.uk/e-safety---key-stage-2.html">https://www.ilearn2.co.uk/e-safety---key-stage-2.html</a></p> <p>Internet Research Pack: <a href="https://www.ilearn2.co.uk/year-4-research.html">https://www.ilearn2.co.uk/year-4-research.html</a></p> <p>Explore <b>8-10s: Stay Safe (thinkuknow.co.uk)</b> Present what you have found out in your choice of program  <a href="#">What do the labels mean?   Pegi Public Site</a></p> <p>Online Gaming safety quiz – saved here: <a href="#">Autumn resources Digital Literacy</a></p> <p><a href="#">Autumn resources Digital Literacy</a></p> <p>Feeling safe online lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Being respectful to others lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Thinking about others lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four ▶ Online Bullying (projectevolve.co.uk)</a></p> <p>Social media bullying lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four ▶ Online Bullying (projectevolve.co.uk)</a></p> <p>Click here for: <a href="#">Autumn resources Digital Literacy</a></p>

	<b>Substantive knowledge – the stuff of Computing</b>	<b>Disciplinary knowledge – how Computing is studied.</b>	<b>Vocabulary</b>	<b>Big Question and Linked Text</b>
<b>Year 5</b>	<p><b>I know:</b></p> <p>how information and data is shared and used online</p> <p>the risks of excessive time spent on devices</p> <p>the impact of positive and negative content online on my own and others' wellbeing</p> <p>the impact that sharing digital content can have</p> <p>the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this</p>	<p><b>I know:</b></p> <p>to think critically about the information that I share online both about myself and others</p> <p>I should not go on inappropriate sites (OSC)</p> <p>report inappropriate content to a trusted adult (OSC)</p> <p>message respectfully online, using positive comments (OSC)</p> <p>I should not copy information from the internet and pretend it is my own (OSC)</p> <p>I should not arrange to meet anyone out of school that I don't know (OSC)</p> <p>the importance of keeping personal information private</p> <p>I should only share names and pictures of my friends if they say it's ok (OSC)</p> <p><b>I know how to:</b></p> <p>be respectful online</p> <p>report inappropriate content to a trusted adult (OSC)</p> <p><b>use technology safely, respectfully and responsibly (NC)</b></p> <p><b>identify a range of ways to report concerns about content and contact (NC)</b></p>	<p>age-appropriate restrictions</p> <p>informed choices</p> <p>cyberbullying</p> <p>online identity</p> <p>screen time</p> <p>wellbeing</p> <p>mental, physical, permissions</p> <p>alterations</p> <p>critical thinking</p>	<p><u>Text</u></p> <p>What should I share online?</p> <p><b>Resources/staff subject knowledge:</b> Purple Mash online safety lessons: <a href="#">Purple Mash by 2Simple</a></p> <p><a href="#">What do the labels mean?   Pegi Public Site</a> Online gaming discussion cards, scenario cards and writing activity saved here: <a href="#">Autumn resources Digital Literacy</a></p> <p>Identity plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/Keeping_our_identity_private">http://code-it.co.uk/dlplanning/digitalcitizenship/Keeping_our_identity_private</a></p> <p>Mobile phones plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/mobilephones">http://code-it.co.uk/dlplanning/digitalcitizenship/mobilephones</a></p> <p>Cyberbullying plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/cyberbullying">http://code-it.co.uk/dlplanning/digitalcitizenship/cyberbullying</a> E-safety teaching ideas (Look at UKS2 resources) <a href="https://www.ilearn2.co.uk/e-safety---key-stage-2.html">https://www.ilearn2.co.uk/e-safety---key-stage-2.html</a> <a href="#">In-app purchases, phishing ppt, saved here: Autumn resources Digital Literacy</a></p> <p>Online harm lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Telling a trusted adult lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Relationships (projectevolve.co.uk)</a></p> <p>Online identity lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five ▶ Self-Image and Identity (projectevolve.co.uk)</a></p> <p>Online bullying lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Bullying (projectevolve.co.uk)</a></p> <p>Health and wellbeing lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five ▶ Online Bullying (projectevolve.co.uk)</a></p> <p>Private information lesson: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five ▶ Privacy and Security (projectevolve.co.uk)</a> Click here for: <a href="#">Autumn resources Digital Literacy</a></p>

	<b>Substantive knowledge – the stuff of Computing</b>	<b>Disciplinary knowledge – how Computing is studied.</b>	<b>Vocabulary</b>	<b>Big Question and Linked Text</b>
<b>Year 6</b>	<p><b>I know:</b></p> <p>the positives and negatives of the internet including online abuse, trolling and cyberbullying</p> <p>the benefits and risks of broadcasting my location on mobile devices</p> <p>what to look for to identify secure sites (https, padlock icon)</p> <p>I should keep my personal information private</p> <p>the importance of balancing game and screen time with other parts of my life</p>	<p><b>I know:</b></p> <p>I should consider online friendships critically</p> <p>I should think critically about sources of information online</p> <p>the risks associated with people I am in contact with online</p> <p>how information from search engines is ranked, selected and targeted</p> <p>message respectfully online, using positive comments (OSC)</p> <p>I should not copy information from the internet and pretend it is my own (OSC)</p> <p>I should not arrange to meet anyone out of school that I don't know (OSC)</p> <p>I should only send messages to teachers to discuss schoolwork (OSC)</p> <p><b>I know how to:</b></p> <p>identify and talk about the positive and negative influences of technology on health and the environment</p> <p>consider carefully information that I find online</p> <p>protect myself and others from possible online dangers</p> <p><b>use technology safely, respectfully and responsibly (NC)</b></p> <p><b>identify a range of ways to report concerns about content and contact (NC)</b></p>	PEGI rating gaming violence language unsuitable content informed choices cyberbullying phishing trolling online abuse broadcasting location services critical thinking, plagiarism influences	<p><b>Text</b></p> <p>Am I a responsible digital citizen?</p> <p><b>Resources/staff subject knowledge:</b>            Purple Mash online safety lessons:  <a href="#">Purple Mash by 2Simple</a>  <a href="#">What do the labels mean?   Pegi Public Site</a>            Digital images plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/images">http://code-it.co.uk/dlplanning/digitalcitizenship/images</a>            Mobile phones plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/mobilephones">http://code-it.co.uk/dlplanning/digitalcitizenship/mobilephones</a>            Cyberbullying plan: <a href="http://code-it.co.uk/dlplanning/digitalcitizenship/cyberbullying">http://code-it.co.uk/dlplanning/digitalcitizenship/cyberbullying</a>            E-safety teaching ideas (Look at UKS2 resources)  <a href="https://www.ilearn2.co.uk/e-safety---key-stage-2.html">https://www.ilearn2.co.uk/e-safety---key-stage-2.html</a> Pupil code: <a href="#">ES96</a>            Managing online information unit: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a>            Online bullying lessons: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a>            Online friendships lessons: <a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a>            Click here for: <a href="#">Autumn resources Digital Literacy</a></p>



