

Computing

3 strands

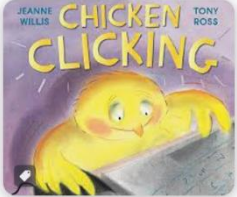
Digital
Literacy

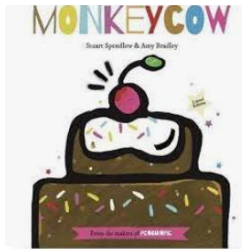
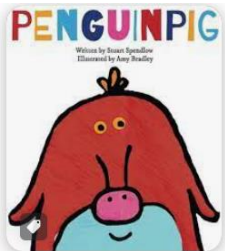
Computer
Science


Information
Technology

Digital Literacy	Computer Science	Information Technology
<p>How to sum it up - how devices can be used effectively, safely and responsibly</p> <p>Key aspects:</p> <ul style="list-style-type: none">- how to use the device (computer, iPad, programmable toy)- searching and selecting information- online safety	<p>How to sum it up - how computers work</p> <p>Key aspects:</p> <ul style="list-style-type: none">- computation, algorithms and programming, data (input, process, output), systems- Knowledge of programming is hierarchical and sequential. Begin with a secure base.- Give children practical programming experience that begins with tinkering – in EYFS and at the start of a new unit/program.- Our pupils have told us they find coding hard, so they need time to learn by exploring first.	<p>How to sum it up - how computers are used purposefully</p> <p>Key aspects:</p> <ul style="list-style-type: none">- The creation of digital artefacts (anything created on a device) – presentations, videos, animations, spreadsheets- Understanding computing contexts – how computing is used in various ways; how and what technology underpins those uses
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 – Digital responsibility (Rule of Law & Individual Liberty)	I know: what rules are that rules are important why rules are important what screen time is some ways to keep safe on technology what a program is what a website is there are a range of devices to access programs and websites	I know: the reason for rules why I should limit screen time to keep healthy some of the other activities I can do instead of screen time I should talk to a trusted adult if something goes wrong I should tell my teacher if I spot damage to equipment (OSC) I should only use the program or website that my class is working on (OSC) I know how to: follow rules explain the reasons for rules explain right from wrong take care of school equipment (OSC)	screen time rules trusted adult teacher family program website technology tablet laptop phone iPad games console	Text:  What did the Chicken do wrong? Resources/staff subject knowledge: CEOP – ThinkUKnow https://www.thinkuknow.co.uk/5_7/ Smartie the Penguin Childnet Search and Access Resources ▶ Year Group ▶ Early Years ▶ Online Relationships (projectevolve.co.uk) https://www.ilearn2.co.uk/e-safety---early-years.html Literacy and Numeracy links: https://www.ilearn2.co.uk/digital-numeracy-and-literacy---early-years.html

	Substantive knowledge – the stuff of Computing	Disciplinary knowledge – how Computing is studied.	Vocabulary	Big Question and Linked Text
<p>Year 1</p> <p>Digital responsibility (Rule of Law & Individual Liberty)</p>	<p>I know:</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>use technology safely and respectfully, keeping personal information private (NC)</p>	<p>I know:</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>I know how to:</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>Texts</p> <p>How can I be responsible in computing?</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Resources/staff subject knowledge:</p> <p>Purple Mash online safety lessons: Purple Mash by 2Simple</p> <p>Only cover Hector’s World episodes: https://www.ilearn2.co.uk/e-safety---key-stage-1.html</p> <p>Self-image and identity – online behaviour lesson: Search and Access Resources ▶ Curriculum ▶ Self-Image and Identity (projectevolve.co.uk)</p> <p>Speaking to a trusted adult lesson: Search and Access Resources ▶ Curriculum ▶ Self-Image and Identity (projectevolve.co.uk)</p> <p>Being kind online and offline lesson: Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</p> <p>Being kind and considerate lesson: Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</p> <p>Click here for: Autumn resources Digital Literacy</p>

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<p>Year 2</p> <p>Digital responsibility (Rule of Law & Individual Liberty)</p>	<p>I know:</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>identify where to go for help and support when they have concerns about content on the internet or other online technologies (NC)</p>	<p>I know:</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>I know how to:</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 not 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</p> <p>password</p> <p>private</p> <p>confidential</p> <p>search engine</p> <p>Google</p> <p>Kiddle</p> <p>Swiggle</p> <p>respect</p> <p>child friendly</p> <p>in/appropriate</p> <p>digital footprint</p> <p>information</p> <p>online</p> <p>world wide web</p> <p>private</p> <p>internet</p> <p>personal information</p> <p>right</p> <p>wrong</p> <p>safe searching</p>	<p>Texts</p> <p>How can I be responsible online?</p>  <p>Resources/staff subject knowledge:</p> <p>Purple Mash online safety lessons: Purple Mash by 2Simple</p> <p>Use Jessie and Friends episodes (CEOP): https://www.ilearn2.co.uk/e-safety--key-stage-1.html</p> <p>Teach safe searching - Kiddle - visual search engine for kids and Swiggle.org.uk - Child Friendly Search Engine for Kids - Also Swiggle app on iPads</p> <p>SMART rules for surfing the net: Be SMART online Childnet</p> <p>Internet research pack: Year 2 Research - iLearn2 Primary Computing. Made Easy.</p> <p>Purple Mash – ‘What is the internet?’ slideshow</p> <p>Skills list: http://code-it.co.uk/dlplanning/webresearch/internet-research-skills</p> <p>Self-image and identity – saying ‘no’ lesson: Search and Access Resources ▶ Curriculum ▶ Self-Image and Identity (projectevolve.co.uk)</p> <p>Online reactions lesson: Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</p> <p>Sharing information online lesson: Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</p> <p>Asking a trusted adult lesson: Search and Access Resources ▶ Curriculum ▶ Online Relationships (projectevolve.co.uk)</p> <p>Healthy Gaming ppt and worksheet, discussion cards – saved here: Autumn resources Digital Literacy</p>

	Substantive knowledge – the stuff of Computing	Disciplinary knowledge – how Computing is studied.	Vocabulary	Big Question and Linked Text
Year 3 Digital responsibility (Rule of Law & Individual Liberty)	<p>I know:</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>I know:</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>I know how to:</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>use search technology effectively (NC)</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>Text/Video:</p> <p>How can I be a responsible digital citizen?</p> <p>Purple Mash online safety lessons: Purple Mash by 2Simple What do the labels mean? Pegi Public Site Web research guide: http://code-it.co.uk/dlplanning/webresearch/internet-research-skills Cyber People plan: http://code-it.co.uk/dlplanning/digitalcitizenship/cyberpeople Explore 8-10s: Stay Safe (thinkuknow.co.uk) Play Like Share: Episode 3 - YouTube E-safety pack: https://www.ilearn2.co.uk/e-safety---key-stage-2.html Belief, opinion, fact lesson: Search and Access Resources ▶ Year Group ▶ Year Three ▶ Managing Online Information (projectevolve.co.uk) Search engine auto complete lesson: Search and Access Resources ▶ Year Group ▶ Year Three ▶ Managing Online Information (projectevolve.co.uk) Trusting people online lesson: Search and Access Resources ▶ Year Group ▶ Year Three ▶ Online Relationships (projectevolve.co.uk) ‘Knowing’ someone online lesson: Search and Access Resources ▶ Year Group ▶ Year Three ▶ Online Relationships (projectevolve.co.uk) Sharing information online lesson: Search and Access Resources ▶ Year Group ▶ Year Three ▶ Online Relationships (projectevolve.co.uk) Click here for: Autumn resources Digital Literacy</p>

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

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

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