|  |  |  |  |
| --- | --- | --- | --- |
| Year | Teach Computing unit | Education for a Connected World Links | Dimensions unit / Term |
| 1 | Technology Around us  Autumn 1 | Health, well-being and lifestyle  * I can identify rules that help keep us safe and healthy in and beyond the home when using technology * I can give some simple examples   **Copyright and ownership**   * I know that the work I create belongs to me * I can name my work so that others know it belongs to me | Unit 5 Keeping Safe – Lesson 6: Internet Safety: not giving out personal info, knowing that people can ‘mask’ who they are online.  Autumn 1 |
| 1 | Grouping Data  Spring 2 | Copyright and ownership  * I know that work I create belongs to me (Y1) * I can name my work so that others know it belongs to me (Y1) |
| 1 | Digital Writing  Summer 1 | **Privacy and security**   * I can give reasons why I should only share information with people I choose to and can trust. (Y1) |
| 2 | IT around us  Autumn 1 | Health, well-being, and lifestyle  * I can identify rules that help keep us safe and healthy in and beyond the home when using technology * I can give some simple examples |  |
| 2 | Digital Photography  Autumn 2 | **Self-image and identity**   * To identify that some images are not real (fake) |
| 2 | Pictograms  Spring 2 | Self image and identity  * I can recognise that I can say ‘no’/‘please stop’/‘I’ll tell’/‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset * I can explain how this could be either in real life or online * If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust  Health, wellbeing and lifestyle  * I can identify rules that help keep us safe and healthy in and beyond the home when using technology * I can give some simple examples   **Privacy and security**   * I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) * I can describe the people I can trust and can share this with; I can explain why I can trust them * I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family’s names, where I go to school) |
| 2 | Digital Music  Summer 1 | Copyright and ownership  * I know that work I create belongs to me. | Summer 1 |
| 3 | Stop Frame animation  Autumn 2 | **Managing online information**  ● I can use key phrases in search engines.  ● I can use search technologies effectively.    **Copyright and ownership**  ● I can explain why copying someone else’s work from the internet without permission can cause problems.  ● I can give examples of what those problems might be.  ● When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.  ● I can give some simple examples.  ● I can give examples of content that is permitted to be reused.  ● I can demonstrate the use of search tools to find and access online content which can be reused by others | Unit 6 Safety – E safety Lesson 1: recognising risks, harmful content and contact and reporting them. Unit 6 Safety – Online Privacy Lesson 2: recognising respectful behaviour online and keeping personal info private  Unit 4: Lesson 5: Online Relationships: respecting others online as you would do in person, risks of communicating with people we don’t know, impact of trolling, bullying and harassment online  Autumn 1 |
| 3 | Desktop Publishing  Summer 1 | **Managing online information**   * I can use key phrases in search engines * I can use search technologies effectively   **Copyright and ownership**   * When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it * I can demonstrate the use of search tools to find and access online content which can be reused by others |
| 4 | The internet  Autumn 1 | **Managing online information**   * I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. * I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn’t. * I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, or influencers). * I can describe how fake news may affect someone’s emotions and behaviour, and explain why this may be harmful. | Unit 6: Safety  Lesson 3: Online Privacy – using ICT safely including using software features and settings  Lesson 4: Online Privacy – knowing how information and data is shared and used online  Lesson 5: Internet use – rationing time online, impact of negative content on wellbeing  Spring 1 |
| 4 | Audio Production  Autumn 2 | **Copyright and ownership**   * I can explain why copying someone else’s work from the internet without permission can cause problems (Y3) * I can give examples of what those problems might be (Y3) * When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (Y4) * I can give some simple examples (Y4) |
| 4 | Photo editing  Summer 1 | **Self-image and identity**   * I can describe ways in which people might make themselves look different online |
| 5 | Computing systems and networks  Autumn 1 | **Managing information online**   * I am aware that a person’s online activity, history or profile (their ‘digital personality’) will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices. * I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results) | Unit 4: Healthy Relationships  Lesson 5: Online relationships – same principles apply to online relationships as face-to-face ones, risks of communicating with people they have never met, impact online bullying, trolling and abuse can have on mental health  Autumn 1 |
| 6 | Communication and collaboration  Autumn 1 | **Copyright and ownership**   * I can describe and assess the benefits and the potential risks of sharing information online. * I can assess and justify when it is acceptable to use the work of others * I can give examples of content that is permitted to be reused | Unit 5: Safety  Lesson 6: Internet Safety – being a discerning consumer of online information, knowing search engines rank, select and target info, fake news  Autumn 1 |
| 6 | Web-page creation  Autumn 2 | Online relationships  * I can use the internet with adult support to communicate with people I know. (EY-7)   **Managing information online**   * I can navigate online content, websites, or social media feeds using more sophisticated tools to get to the information I want (e.g. menus, sitemaps, breadcrumb-trails, site search functions). (11-14)   **Copyright and ownership**   * I can explain why copying someone else’s work from the internet without permission can cause problems. * I can give examples of what those problems might be. * When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. * I can give some simple examples. * I can assess and justify when it is acceptable to use the work of others. * I can give examples of content that is permitted to be reused. * I can demonstrate the use of search tools to find and access online content which can be reused by others. * I can demonstrate how to make references to and acknowledge sources I have used from the internet. * I can explain the principles of fair use and apply this to case studies. (11-14) |
| 6 | Introduction to spreadsheets  Spring 2 | Managing information online  * I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites) * I can use different search technologies * I can evaluate digital content and can explain how I make choices from search results |
| 6 | 3D modelling  Summer 1 | Privacy and Security (Y4) –I can describe strategies for keeping my personal information private, depending on context |
|  |  |  |  |