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| Year  | Teach Computing unit | Education for a Connected World Links | Dimensions unit / Term |
| 1 | Technology Around usAutumn 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 DataSpring 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)
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| 1 | Digital WritingSummer 1 | **Privacy and security*** I can give reasons why I should only share information with people I choose to and can trust. (Y1)
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| 2 | IT around usAutumn 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
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| 2 | Digital PhotographyAutumn 2 | **Self-image and identity*** To identify that some images are not real (fake)
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| 2 | PictogramsSpring 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)
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| 2 | Digital MusicSummer 1 | Copyright and ownership* I know that work I create belongs to me.
 | Summer 1 |
| 3 | Stop Frame animationAutumn 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 privateUnit 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 onlineAutumn 1 |
| 3 | Desktop PublishingSummer 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
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| 4 | The internetAutumn 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: SafetyLesson 3: Online Privacy – using ICT safely including using software features and settingsLesson 4: Online Privacy – knowing how information and data is shared and used onlineLesson 5: Internet use – rationing time online, impact of negative content on wellbeingSpring 1 |
| 4 | Audio ProductionAutumn 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)
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| 4 | Photo editingSummer 1 | **Self-image and identity*** I can describe ways in which people might make themselves look different online
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| 5 | Computing systems and networksAutumn 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 RelationshipsLesson 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 healthAutumn 1 |
| 6 | Communication and collaborationAutumn 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: SafetyLesson 6: Internet Safety – being a discerning consumer of online information, knowing search engines rank, select and target info, fake newsAutumn 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)
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| 6 | Introduction to spreadsheetsSpring 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
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| 6 | 3D modellingSummer 1 | Privacy and Security (Y4) –I can describe strategies for keeping my personal information private, depending on context |
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