## Easton CE Academy Computing Overview

Year 1 (	Online Safety and Exploring Purple Mash	Grouping and Sorting Pictograms Lego Builders	Maze Explorers Animated Story Books Coding
i t c c c c c c c c c c c c c c c c c c	<ul> <li>To log in safely and understand why that is important.</li> <li>To create an avatar and to understand what this is and how it is used.</li> <li>To be able to create a picture and add their own name to it.</li> <li>To start to understand the idea of 'ownership' of creative work.</li> <li>To save work to the My Work area and understand that this is private space</li> <li>To learn how to find saved work in the Online Work area.</li> <li>To learn about what the teacher has access to in Purple Mash</li> <li>To learn how to see messages left by the teacher on their work.</li> <li>To learn how to search Purple Mash to find resources.</li> <li>To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</li> <li>To explore the Games area on Purple Mash.</li> <li>To understand the importance of logging out when they have finished.</li> </ul>	<ul> <li>•To sort items using a range of criteria.</li> <li>• To sort items on the computer using the 'Grouping' activities in Purple Mash.</li> <li>• To understand that data can be represented in picture format.</li> <li>• To contribute to a class pictogram</li> <li>• To use a pictogram to record the results of an experiment</li> <li>• To emphasise the importance of following instructions.</li> <li>• To follow and create simple instructions on the computer.</li> <li>• To consider how the order of instructions affects the result.</li> </ul>	<ul> <li>To understand the functionality of the basic direction keys in Challenges 1 and 2.</li> <li>To be able to use the direction keys to complete the challenges successfully.</li> <li>To understand the functionality of the basic direction keys in Challenges 3 and 4</li> <li>To understand how to create and debug a set of instructions (algorithm).</li> <li>To use the additional direction keys as part of their algorithm.</li> <li>To understand how to change and extend the algorithm list.</li> <li>To provide an opportunity for the children to set challenges for each other.</li> <li>To create a longer algorithm for an activity.</li> <li>To provide an opportunity for the teacher to add these challenges to a display board for the class to try.</li> <li>To understand the differences between traditional books and ebooks.</li> <li>To explore the tools of 2Create a Story's My Simple Story level.</li> <li>To save the page they have created.</li> <li>To add animation to a picture.</li> <li>To add a sound effect to a picture.</li> <li>To add a voice recording to the picture.</li> <li>To add a background to the story</li> </ul>

To use the copy and paste feature to additional pages. • To continue and complete an anima • To create a class display board of th books created by the class • To understand what instructions ar • To predict what will happen when i are followed. • To understand that computer progr by following instructions called code • To use code to make a computer pr understand what objects and actions • To understand what an event is. • To use an event to control an object • To use event to control an object • To understand what an event is. • To begin to understand how code e when a program is run. • To understand how to use the scale • To plan a computer program.	ated story. the story re. instructions grams work rogram. • To s are. ct. executes and objects
Year 2         Online Safety &         Pictograms &         Maze Explorers         Animated Story Books         Coding         Spreading           Exploring Purple         Lego Builders         Maze Explorers         Animated Story Books         Coding         Spreading	adsheets
Mash	
To log in safely and understand why• To understand that data can be• To understand the functionality of the basicTo understand the differences between• To understand what instructions are.• To und what a sp	lerstand preadsheet
that is important. represented in picture direction keys in traditional books and • To predict what will looks like	
• To create an format. Challenges 1 and 2. ebooks. happen when • To be a	able to
	around a
	heet and
this is and how it is used.• To use a pictogram to record the results of an successfully.Simple Story level. • To save the page they • To save the page they• To understand that computer programs work	ta.
	1

create a picture and		• To understand the	• To add animation to a	by following instructions	• To learn new
add their own name	• To emphasise the	functionality of the basic	picture.	called code	vocabulary related
to it.	importance of following	direction keys in	<ul> <li>To play the pages</li> </ul>	• To use code to make a	to spreadsheets
<ul> <li>To start to</li> </ul>	instructions.	Challenges 3 and 4	created so far.	computer program. To	<ul> <li>To add clipart</li> </ul>
understand the	• To follow and create	• To understand how to	<ul> <li>To save the additional</li> </ul>	understand what objects	images to a
idea of 'ownership'	simple instructions on	create and debug a set	changes and overwrite the	and actions are.	spreadsheet.
of creative work.	the computer.	of instructions	file.	• To understand what an	• To use the 'move
<ul> <li>To save work to</li> </ul>	• To consider how the	(algorithm).	<ul> <li>To add a sound effect to</li> </ul>	event is. To use an event	cell' and 'lock' tools.
the My Work area	order of instructions	<ul> <li>To use the additional</li> </ul>	a picture.	to control an object.	<ul> <li>To use the 'speak'</li> </ul>
and understand	affects the result.	direction keys as part of	<ul> <li>To add a voice recording</li> </ul>	<ul> <li>To understand what an</li> </ul>	and 'count' tools in
that this is private		their algorithm.	to the picture.	event is.	2Calculate to count
space.		<ul> <li>To understand how to</li> </ul>	<ul> <li>To add created music to</li> </ul>	<ul> <li>To begin to understand</li> </ul>	items.
- To learn how to		change and extend the	the picture.	how code executes when	
find saved work in		algorithm list.	To add a background to	a program is run.	
the Online Work		<ul> <li>To provide an</li> </ul>	the story	<ul> <li>To understand what</li> </ul>	
area.		opportunity for the	<ul> <li>To demonstrate a good</li> </ul>	backgrounds and objects	
<ul> <li>To learn about</li> </ul>		children to set	understanding of all the	are.	
what the teacher		challenges for each	tools they have used in	<ul> <li>To understand how to</li> </ul>	
has access to in		other.	2Create a Story and use	use the scale property.	
Purple Mash.		<ul> <li>To create a longer</li> </ul>	these successfully to	<ul> <li>To plan a computer</li> </ul>	
<ul> <li>To learn how to</li> </ul>		algorithm for an	create their own story.	program.	
see messages left		activity.	To use the copy and paste	<ul> <li>To make a computer</li> </ul>	
by the teacher on		• To provide an	feature to create	program.	
their work.		opportunity for the	additional pages.		
• To learn how to		teacher to add these	• To continue and		
search Purple Mash		challenges to a display	complete an animated		
to find resources		board for the class to	story.		
- To become familiar with the		try.	• To create a class display		
types of resources			board of the story books		
available in the			created by the class		
Topics section.					
• To become more					
familiar with the					
icons used in the					
resources in the					
Topics section.					
<ul> <li>To start to add</li> </ul>					
	l			l	1

Year 3	pictures and text to work. - To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New. • To explore the Games area on Purple Mash. • To understand the importance of logging out when they have finished Grouping (2 lessons) To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash.	Touch typing	Online safety	Simulations	Presenting	Branching databases & Graphing
	<ul> <li>To review previous coding knowledge.</li> <li>To understand what a flowchart is and how flowcharts</li> </ul>	<ul> <li>To introduce typing terminology.</li> <li>To understand the correct way to sit at the keyboard.</li> <li>To learn how to use the home, top</li> </ul>	<ul> <li>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> </ul>	• To find out what a simulation is and understand the purpose of simulations. To explore a simulation, making choices and	<ul> <li>To create a page in a presentation.</li> <li>To add media to a presentation</li> <li>To add animations into a presentation</li> </ul>	<ul> <li>To sort objects using just YES/NO questions.</li> <li>To complete a branching</li> </ul>

r						
	are used in	and bottom row	<ul> <li>To understand</li> </ul>	discussing their	<ul> <li>To add timings</li> </ul>	database using
	computer	keys.	how the Internet	effects.	into a presentation.	2Question.
	programming.	<ul> <li>To practice and</li> </ul>	can be used to help	<ul> <li>To work through</li> </ul>	<ul> <li>To use the skills</li> </ul>	To create a
	• To	improve typing for	us to communicate	and evaluate a more	learnt in previous	branching
	understand	home, bottom, and	effectively.	complex simulation.	weeks to design and	database of the
	that there are	top rows.	<ul> <li>To understand</li> </ul>		present an effective	children's
	different types	<ul> <li>To practice the</li> </ul>	how a blog can be		presentation.	choice.
	of timers.	keys typed with the	used to help us			
	To be able	left hand.	communicate with a			To enter
	to select the	<ul> <li>To practice the</li> </ul>	wider audience.			data into a graph
	right type of	keys typed with the	To consider if			and answer
	timer for a	right hand.	what can be read on			questions.
	purpose.		websites is always			<ul> <li>To solve an</li> </ul>
	• To		true.			investigation
	understand		<ul> <li>To look at a</li> </ul>			and present the
	how to use the		'spoof' website.			results in graphic
	repeat		<ul> <li>To create a</li> </ul>			form.
	command.		'spoof' webpage.			•
	<ul> <li>To use</li> </ul>		<ul> <li>To think about</li> </ul>			Unit 3.3
	coding		why these sites			Spreadsheets (3
	knowledge to		might exist and how			lessons)
	create a range		to check that the			<ul> <li>To add and</li> </ul>
	of programs. •		information is			edit data in a
	To understand		accurate.			table layout.
	the importance		<ul> <li>To learn about</li> </ul>			<ul> <li>To find out</li> </ul>
	of nesting.		the meaning of age			how
	<ul> <li>To design</li> </ul>		restrictions symbols			spreadsheet
	and create an		on digital media and			programs can
	interactive		devices.			automatically
	scene.		<ul> <li>To discuss why</li> </ul>			create graphs
			PEGI restrictions			from data.
			exist.			• • To
			<ul> <li>To know where</li> </ul>			introduce the
			to turn for help if			'more than',
			they see			'less than' and
			inappropriate			'equals' tools. •
			content or have			To introduce the
			inappropriate			'spin' tool and

			<ul> <li>contact from others.</li> <li>To think about the different methods of communication.</li> <li>To open and respond to an email.</li> <li>To write an email to someone from an address book.</li> <li>To learn how to use email safely.</li> <li>To learn how to use email safely.</li> <li>To learn how to use email safely.</li> <li>To add an attachment to an email.</li> <li>To explore a simulated email scenario.</li> </ul>			show how it can be used to count through times tables. • To introduce the Advanced mode of 2Calculate. • To learn about describing cells using their addresses.
Year 4	Coding	Spreadsheets & Touch-	Online safety & Simulations	Email	Graphing & Presentation	Databases
	To review previous	typing To add and edit data in	To know what makes a	To think about the	To enter data into a	To sort objects using
	coding knowledge	a table layout. • To find	safe password, how to	different methods of	graph and answer	just YES/NO
	To understand what	out how spreadsheet	keep passwords safe	communication.	questions.	questions.
	a flowchart is and	programs can	and the consequences	To open and respond to an	To solve an investigation	To complete a
	how flowcharts are	automatically create	of giving your passwords	email. • To write an email	and present the results in	branching database
	used in computer	graphs from data.	away. • To understand	to someone from an	graphic form.	using 2Question.
	programming.	To introduce the 'more	how the Internet can be	address book.		To create a
	To understand that	than', 'less than' and	used to help us to	To learn how to use email	To create a page in a	branching database
	there are different	'equals' tools. To	communicate	safely.	presentation.	of the children's
	types of timers.	introduce the 'spin' tool	effectively. • To		To add media to a	choice.
	To be able to select	and show how it can be	understand how a blog		presentation	
	the right type of	used to count through	can be used to help us		To use the skills learnt in	
		times tables.			previous weeks to design	

	timer for a		communicate with a		and present an effective	]
	purpose.	To introduce the	wider audience.		presentation.	
	To understand how	Advanced mode of	o consider if what can			
	to use the repeat	2Calculate. • To learn	be read on websites is			
	command.	about describing cells	always true. • To look at			
	o use coding	using their addresses.	a 'spoof' website. • To			
	knowledge to	To introduce typing	create a 'spoof'			
	create a range of	terminology	webpage. • To think			
	programs. • To	To understand the	about why these sites			
	understand the	correct way to sit at the	might exist and how to			
	importance of	keyboard.	check that the			
	nesting.	To learn how to use	information is accurate			
		the home, top and	To learn about the			
		bottom row keys.	meaning of age			
		To practice and	restrictions symbols on			
		improve typing for	digital media and			
		home, bottom, and top	devices. • To discuss			
		rows. To practice the	why PEGI restrictions			
		keys typed with the	exist. • To know where			
		right hand.	to turn for help if they			
		To practice the keys	see inappropriate			
		typed with the right	content or have			
		hand.	inappropriate contact			
			from others.			
			To find out what a			
			simulation is and			
			understand the purpose			
			of simulations.			
			To explore a simulation,			
			making choices and			
			discussing their effects.			
			<b>,</b>			
Year 5	Coding	Spreadsheets	Database	Concept Map	3D-Modelling	Game creator
		To use formulae within	To learn how to search	To understand the need	To be introduced to the	To Introduce the
	To review existing	a spreadsheet to	for information in a	for visual representation	2Design and Make tool.	2DIY 3D tool.
	coding knowledge.		database.			

To a simulation ising a simulation using ZCodeanswer hypotheses about common letters in use.To create a database around a chosen topic.To understand and use the correct vocabulary when creating a concept map. To create a concept map. To understand how a concept map concept map. To create a concept map. To create a concept map. To understand how a concept map concept map. To create a concept map. To understand how a concept map concept map. To create a collaborative correct vocabulary when to restel a concept map and present this to an audienceTo design a 3D model to fit certain criteria.environmentTo know what decomposition and abstraction are in tevel of abstraction. To use a spreadsheet to hele plan a school cake abstraction. To use a spreadsheet to hele plan a school cake alse.To create a collaborative concept map and present this to an audienceTo design a 3D model to fit certain criteria.To design the game.To use decomposition to make a plan of a real-life situation, to use friction in code.To use a spreadsheet to hele plan a school cake sale.For create a collaborative concept map and present this to an audienceTo design the schematical	To begin to be able	convert measurements		when generating and	To explore the effect of	To begin planning a
game.To use the count tool to answer hypotheses a answer hypotheses a answer hypotheses a simulation using ZCodeTo use a spreadsheet to problem. To use a spreadsheet to problem.To create a database around a chosen topic.To understand and use the correct vocabulary when. To create a concept map. To create a concept map. To understand how a concept map can be used to retell stories and abstraction, decomposition to make a plan of a real-life situation.To use a spreadsheet to help plan a school cake sale.To create a database around a chosen topic.To understand how a concept map. To understand how to concept map can be used to retell stories and and think about the level of make a plan of a real-life situation.To use a spreadsheet to help plan a school cake sale.To create formulae that use text variables.To create a collaborative concept map and present this to an audienceTo understand how a concept map. To create a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To self- and peer- evaluate.To understand how to use fiction in code.To understand how to use fiction in code.To understand how to use fiction in code.To understand how to understand what a function is and how function is and how function is mole.To understand how to use fiction in code.To use a spreadsheet to help plan a school cake sale.To use is a spreadsheet to help plan a school cake sale.To use is a spreadsheet to help plan a school cake sale.To use is a spreadsheet to help plan a school cake sale.To use is a spreadsheet to help plan a school cake	to simplify code.	of length and distance.	To contribute to a class	discussing complex ideas.	moving points when	game.
Image: Construct of the section of	To create a playable		database.	To understand the uses of	designing.	
To understand what a simulation is. To program a simulation using 2Codeabout common letters in use.around a chosen topic.To urounderstand and use the correct vocabulary when To create a concept map. To create a concept map. To refine and print a model.To design the game. quest to make it a model.To know what decomposition and abstraction. To take a real-life rotake a real-life abstraction. To use a spreadsheet to help plan a school cake abstraction. To use fiction in code.To create formulae that use ext variables.To create a collaborative concept map and present this to an audienceTo ereate a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To understand how concept map and present to use a spreadsheet to help plan a school cake abstraction. To use a spreadsheet to help plan a school cake abstraction. To use a spreadsheet to help plan a school cake abstraction. To understand what function is and how function is an	game.	To use the count tool to		a 'concept map'.		To design the game
a simulation is. To program a simulation using 2Codein use.correct vocabulary when creating a concept map. To create a concept map. To understand how a concept map can be used to retell stories and informationTo refine and print a model.To design the game quest to make it a playable game.To know what decomposition and abstraction are in Computer Science. To take a real-life situation, to create formulae that use text variables.To create a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To self- and peer- evaluate.To understand how to use formulae that use text variables.To use a spreadsheet to help plan a school cake sale.To create a collaborative concept map and present this to an audienceTo self and peer- evaluate.To self and peer- evaluate.To understand how to use friction in code.Sale.Sale.To understand how to use friction in code.To understand how to use friction in code.Sale.Sale.To understand what a function is and how functions work in code.To understand what a function is and how functions work in code.Sale.Sale.Sale.To understand what the differentSale.Sale.Sale.Sale.Sale.Sale.			To create a database		-	environment
To program a simulation using ZoodeTo use a spreadsheet to model a real-life problem.To use a spreadsheet to problem.To use formulae to concept map and present this to an audienceTo refine and print a model.quest to make it a playable game.To know what decomposition and abstraction are in Computer Science.To use a formulae to calute area and perimeter of shapesTo create a concept map and present this to an audienceTo refine and print a model.quest to make it a playable game.To know what decomposition and think about the level of to use friction in code.To create formulae that use text variables.To create a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To understand how to use friction in code.To understand how hat a function is and how functions work in code.Sale.To indent and present the game.To self and peer- evaluate.To understand how functions work in code.To understand how the differentSale.To indent and present the differentTo indent and present the differentTo understand how the differentSale.	To understand what	about common letters	around a chosen topic.		fit certain criteria.	
simulation using 2CodeTo use a spreadsheet to model a real-life problem.To create a concept mapmodel.playable game.To know what decomposition and abstraction ario abstraction ario to take a real-life situation, decomposition to habout the level of real-life situation.To use a spreadsheet to heper to use a spreadsheet to heper heper to use a spreadsheet to heper heper heper heper here to use a spreadsheet to heper heper heper habout the level of heper habout to to use friction in code.To use a spreadsheet to heper heper heper habout the heper heper heper heper here to use a spreadsheet to heper heper heper heper heper heper heper heper here to use a spreadsheet to heper heper heper heper heper heper heper here heper here heper here here here heper here heper here <td>a simulation is.</td> <td>in use.</td> <td></td> <td></td> <td></td> <td>To design the game</td>	a simulation is.	in use.				To design the game
2Codemodel a real-life problem.To understand how a concept map can be used to retell stories and 					-	•
Image: construction of decomposition of abstraction are in Computer Science: To take a real-life situation, edcomposition of think about the level of abstraction. To use a spreadsheet to help plan a school cake sale.To understand how a concept map can be used to retell stories and informationTo self- and peer-evaluate.To self- and peer-evaluate.To take a real-life situation, ro take a real-life situation, ro use text variables.To create a collaborative concept map and present this to an audienceTo reate a collaborative concept map and present this to an audienceTo self- and peer-evaluate.To use decomposition to make a plan of a real-life situation, ro understand what a function is and how functions work in code.To understand what a the differentTo understand what a the different	_	•		To create a concept map	model.	playable game.
To know what decomposition and abstraction re in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction.To use a spreadsheet to help plan a school cake sale.concept map can be used to retell stories and informationthe game.To trake a real-life situation, decompose it and think about the level of abstraction.To create formulae that use text variables.To create a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To use decomposition to make a plan of a real-life situation.To use a spreadsheet to help plan a school cake sale.To use friction in code.To understand how function is work in code.To understand what the differentImage: tabular tabula	2Code					
decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of help plan a school cake abstraction.to create formulae that use text variables.To create a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To use decomposition to make a plan of a real-life situation.To use a spreadsheet to help plan a school cake sale.To understand how to use friction in code. To begin to understand what a function is work in code.To understand what the differentTo understand what the differentTo understand what the different						
abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To use a spreadsheet to help plan a school cake sale.informationTo create a collaborative concept map and present this to an audienceTo self- and peer- evaluate.To use a spreadsheet to help plan a school cake abstraction. To use friction in code.To use a spreadsheet to help plan a school cake sale.To use a spreadsheet to school cake school cake school cakeTo use a spreadsheet to school cake school cakeTo use a spreadsheet to school cake school cake schoo						the game.
Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To use a spreadsheet to help plan a school cake sale.To create a collaborative concept map and present this to an audienceevaluate.To use decomposition to make a plan of a real-life situation.To use a spreadsheet to help plan a school cake sale.To use decomposition to make a plan of a real-life situation.To understand how to use friction in code. To begin to understand what a function is and how functions work in code.To understand what the differentImage: table						
To take a real-life       To create formulae that       use text variables.         decompose it and       To use a spreadsheet to         think about the       To use a spreadsheet to         level of       help plan a school cake         abstraction.       To use         To use       sale.         To use decomposition to       make a plan of a         real-life situation.       To understand how         to use friction in       code.         code.       To understand what a         function is and how       incuments and what a         function is and how       incuments and what a         function is and how       incode.         incode.       incode.         function is and how       incode. <t< td=""><td></td><td>perimeter of shapes</td><td></td><td>information</td><td></td><td></td></t<>		perimeter of shapes		information		
situation, decompose it and think about the level of abstraction. To use decomposition to make a plan of a real-life situation.use text variables. To use a spreadsheet to help plan a school cake sale.concept map and present this to an audienceTo use decomposition to make a plan of a real-life situation.To understand how to use friction in code.Sale.Sale.To understand how tunctions work in code.To understand what the differentSale.Sale.						evaluate.
decompose it and think about the level of abstraction.To use a spreadsheet to help plan a school cake sale.this to an audienceTo use decomposition to make a plan of a real-life situation.To understand how to use friction in code. To begin to understand what a functions work in code.His to an audienceTo understand what the differentImage: Composition to help plan a school cake sale.Image: Composition to help plan a school cake sale.To use decomposition to make a plan of a real-life situation.Image: Composition to help plan a school cake sale.Image: Composition to help plan a school cake sale.To understand how to use friction in code.Image: Composition to understand what a functions work in code.Image: Composition to help plan a school cake sale.To understand what the differentImage: Composition to help plan a school cake sale.Image: Composition to help plan a school cake sale.To understand what the differentImage: Composition to help plan a school cake sale.Image: Composition to help plan a school cake sale.To understand what the differentImage: Composition to help plan a school cake the differentImage: Composition to help plan a school cake the different						
think about the level of abstraction. To use decomposition to make a plan of a real-life situation.To use a spreadsheet to help plan a school cake sale.To understand how to use friction in code. To begin to understand what a functions work in code.To understand what a function is and how functions work in code.To understand what a function is and how functions work in code.To understand what a function is and how function is and how functions work in code.To understand what a function is and how function is and how functio	-	use text variables.				
level of abstraction. To use decomposition to make a plan of a real-life situation.help plan a school cake sale.To understand how to use friction in code. To begin to understand what a function is and how functions work in code.help plan a school cake sale.To understand what a function is and how function swork in code.help plan a school cake sale.To understand what a function read what a function swork in code.help plan a school cake sale.To understand what a function swork in code.help plan a school cake sale.To understand what the differenthelp plan a school cake sale.	-			this to an audience		
abstraction.       sale.         To use       decomposition to         make a plan of a       real-life situation.         To understand how       to use friction in         code. To begin to       understand what a         function is and how       functions work in         code.       To understand what a         functions work in       code.         To understand what a       functions work in         functions work in       code.         To understand what       functions work in         code.       To understand what         the different       function is and how		-				
To use decomposition to make a plan of a real-life situation.To understand how to use friction in code. To begin to understand what a function is and how functions work in code.To understand what a function is and how function is an is an is a function is an is a function is a functi						
decomposition to   make a plan of a   real-life situation.   To understand how to use friction in code. To begin to understand what a functions work in code. To understand what the different		sale.				
make a plan of a   real-life situation.   To understand how   to use friction in   code. To begin to   understand what a   function is and how   functions work in   code.   To understand what   To understand what   the different						
real-life situation. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different						
To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different						
to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different	real-life situation.					
to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different	To use do not one difference					
code. To begin to   understand what a   function is and how   functions work in   code.   To understand what   the different						
understand what a function is and how functions work in code. To understand what the different						
function is and how functions work in code.       Image: Code imag	-					
functions work in code.       Image: Code image: C						
code. To understand what the different						
To understand what the different						
the different						
the different	To understand what					
variable types are	variable types are					
and how they are						

Year 6	used differently. To understand how to create a string To begin to explore text variables when coding. To understand what concatenation is and how it works. <b>Coding</b>	Spreadsheets & Online Safety	Text Adventures	Networks	Understanding Binary	Blogging & Quizzing
	To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled.	To use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale. To use a spreadsheet to plan how to spend pocket money and the effect of saving money. To use a spreadsheet to plan a school charity day to maximise the money donated to charity. To identify benefits and risks of mobile devices broadcasting the location of the	To find out what a text- based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story. To use 2Connect plans for a story adventure to make the adventure using 2Create a Story To introduce an alternative model for a text adventure which has a less sequential narrative. To use written plans to code a map-based adventure in 2Code.	To discover what the children know about the Internet. To find out what a LAN and WAN are. To find out how we access the internet in school. To research and find out about the age of the internet. To think about what the future might hold.	To examine how whole numbers are used as the basis for representing all types of data in digital systems. To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. To examine how whole numbers are used as the basis for representing all	To identify the purpose of writing a blog. To identify the features of successful blog writing. To plan the theme and content for a blog. To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog. To understand the importance of commenting on

To understand the different options of generating useruser/device, e.g., apps accessing location.types of data in digital systems.blogs. To peer-ass blogs against the agreed success criteria.input in 2Code. To understand how user input can be used in a program.To identify secure sites by looking for privacyTo recognise that the agreed success criteria.agreed success criteria.To understand how user input can be used in a program.To identify the benefits and risks of giving personal informationTo identify the benefits and device access to and device access toTo represent whole teacher.and comments ar and 11ZCode can be used to make a text- game.different software. of a digital footprint and dunderstand how and why people use their information and online presence to create a virtual image of themselves as a user.To eview the meaning of a digital of themselves as a user.To eview the meaning of themselves as a user.To eview the meaning of a digital of themselves as a user.To eview the meaning of themselves as a user.To eview the meaning of a digital of themselves as a user.To eview the meaning of themselves as a user.To eview the meaning the information and online presence to create a virtual image of themselves as a user.To eview the teacher.To eview the teacher.To eview the their information and online presence to cre
generating user input in 2Code. To understand how user input can be used in a program.To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.To understand how the patterns of two and why blog pos binary digits of 00, 01, 01 and why blog pos binary digits of 00, 01, 01 and vinks of giving and risks of giving a could be represented by to identify the benefits and risks of giving and risks of giving and exice access to different software.To represent whole teacher.agreed success criteria.game.To identify the benefits and exice access to different software.To represent whole teacher.To create a pictur binary from zero to 15, or binary from zero to 15, or binary from zero to 15, or the question type binary.To examine how whole numbers are used as the teacher.To examine how whole numbers are used as the basis for representing all types of data in digital to exal a within 2Quiz to exal a within 2Quiz <b< td=""></b<>
input in 2Code. To understand how user input can be used in a program.by looking for privacy seals of approval, e.g., https, padlock icon.numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and comments ar approved by the 2Code can be used to make a text- based adventure game.To identify the benefits and risks of giving personal information and device access to different software.To represent whole text to represent whole to reate a picture binary from zero to 15, or the question type of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.yes of data in digital systems. To represent whole numbers in binary, to search a types of data in digitalcriteria. To understand how and why people use their information and online presence to create a virtual image of themselves as a user.numbers on pinary for textcriteria. To understand how and user.understand how and user.understand how and understand how and understand how and understand how and understand how and user.To explore the basis for representing all types of data in digital types of da
understand how user input can be used in a program.seals of approval, e.g., https, padlock icon.could be represented by the patterns of two binary digits of 00, 01, 10 and viks of giving personal information to make a text- based adventure game.To understand how and risks of giving personal information to review the meaning of a digital footprint and understand how and why people use their information and of a digital footprint and why people use their information and online presence to create a virtual image of themselves as a user.To understand how and event to understand how and why people use their information and online presence to create a virtual image of themselves as a user.To understand how and why people useTo understand how and why people the information and the question their information the question their information and the information and online presence to create a virtual image of themselves as a user.To understand how and why people the information and the information and their information and online presence to create a virtual image of themselves as a user.To understand how and why people the information and the information and the information and online presence to create a virtual image of themselves as a user.To understand how and why people the information and the information and the information and the information and online presence to create a virtual image of themselves as a user.To understand how the information the information and the information and th
user input can be used in a program.https, padlock icon.the patterns of two binary digits of 00, 01, 10 and comments ar approved by the teacher.To understand how 2Code can be used to make a text- based adventure game.and evice access to different software.and device access to different software.and device access to teacher.and evice access to teacher.To review the meaning of a digital footprint and understand how and why people use their information and of themselves as a user.To review the meaning of themselves as a user.To evalue teacher.To learn how to u the question trype to make a text- pased adventure game.To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To evalue teacher.To evalue teacher.user input can be user.their information and on themselves as a user.To evalue teacher.To evalue teacher.To evalue teacher.user input can be their information and on the presence to create a virtual image user.To evalue teacher.To make a quiz the teacher.user input can be to the presence to create a virtual image user.to make a quiz the playe the playe the playe the playe to search ato search auser input can be the playe the playe<
used in a program. To understand how 2Code can be used to make a text- based adventure game.To identify the benefits and risks of giving personal information and device access to different software.binary digits of 00, 01, 10 and 11and comments ar approved by the teacher.To represent whole pased adventure game.To review the meaning of a digital footprint and understand how and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To identify the benefits and risks of giving personal information and device access to different software.To represent whole ro represent information and understand how and why people use their information and online presence to create a virtual image of themselves as a user.In digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.In digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.In digital footprint and understand how and understand how and why people use their information and online presence to create a virtual image of themselves as a user.In digital footprint and understand how and understand how and understand how and understand how and why people use their information and online presence to create a virtual image of themselves as a user.binary for the presence to to search a to search aImage: Display the provide
To understand how 2Code can be used to make a text- based adventure game.and risks of giving personal information and device access to different software.and nisks of giving personal information and device access to different software.and nisks of giving teacher.and 11approved by the teacher.To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To review the meaning of themselves as a user.To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To evalue the information and online presence to create a virtual image of themselves as a user.and 11approved by the teacher.To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.To learn how to u the question type within 2Quiz To examine how whole numbers in binary.To learn how to u the question typeTo evalue their information and online presence to create a virtual image of themselves as a user.To evalue the systems. To represent whole numbers in binary, to search aTo make a quiz the requires the player whole numbers in binary, to search a
2Code can be used to make a text- based adventure game.personal information and device access to different software. To review the meaning of a digital footprint and understand how and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in the question typeTo learn how to u the question typeTo review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To represent whole numbers in binary, for the question typeTo review the meaning of themselves as a user.To review the meaning of themselves as a user.To review the meaning the question typeTo review the meaning of themselves as a user.To review the meaning of themselves as a user.To review the meaning to create a virtual image to the addition and to search aTo review the question typeTo review the presence to create a virtual image of themselves as a user.To represent the question typeTo make a quiz the to search a
to make a text- based adventure game.and device access to different software.numbers in binary, for example counting in binary from zero to 15, or of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.To create a picture based quiz for you binary from zero to 15, or writing a friend's age in binary.To learn how to u the question type within 2Quiz To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent user.To make a quiz the requires the playe to search a
based adventure game. based adventure game. based adventure game. based adventure game. based adventure game. based quiz for you binary from zero to 15, or writing a friend's age in binary. the question type and why people use their information and online presence to create a virtual image of themselves as a user. based quiz for you binary from zero to 15, or writing a friend's age in binary. To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent whole numbers in binary, to search a
game.To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.To review the meaning of a digital footprint and understand how and why people use their information and online presence to or exate a virtual image of themselves as a user.binary from zero to 15, o writing a friend's age in binary.children. To learn how to u binary.Image:
of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.of a digital footprint and understand how the question type To examine how whole binary.To learn how to u the question type within 2Quiz To examine how whole numbers are used as the basis for representing all systems. To represent requires the player to search a
and understand how and why people use their information and online presence to create a virtual image of themselves as a user.binary.the question type within 2Quiz To examine how whole numbers are used as the basis for representing all systems. To represent whole numbers in binary,the question type within 2Quiz To explore the pasis for representing all systems. To represent to search a
and why people use their information and online presence to create a virtual image of themselves as a user.To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent whole numbers in binary, to search aTo explore the the or explore the the or explore the basis for representing all types of data in digital to make a quiz th requires the player
their information and online presence to create a virtual image of themselves as a user.numbers are used as the basis for representing all types of data in digital systems. To represent whole numbers in binary,To explore the grammar quizzes.Image: Description of themselves as a user.Image: Description of themselves as a user.Image: Description of themselves as a to search aImage: Description of themselves as a to search a
online presence to create a virtual image of themselves as a user.basis for representing all types of data in digital systems. To represent whole numbers in binary,grammar quizzes. To make a quiz th requires the playe to search a
create a virtual image of themselves as a user.types of data in digitalTo make a quiz th requires the playe to search a
of themselves as a user.       of themselves as a of themselves as a user.       systems. To represent vertices the player of the search a of
user. whole numbers in binary, to search a
To have a clear idea of for example counting in database.
appropriate online binary from zero to 15, or To make a quiz to
behaviour and how this writing a friend's age in test your teachers
can protect themselves binary. parents.
and others from To explore how division
possible online dangers, by two can be used as a
bullying and technique to determine
inappropriate the binary representation
behaviour. of any whole number by
To begin to understand collecting remainder
how information online terms
can persist and give To examine how whole
away details of those numbers are used as the
who share or modify it basis for representing all
To review the meaning types of data in digital
of a digital footprint systems. To represent
and understand how the state of an object in a
and why people use game as active or

their information and	inactive using the	
online presence to	respective binary values	
create a virtual image	of 1 or 0.	
_	011010.	
of themselves as a		
user.		
To have a clear idea of		
appropriate online		
behaviour and how this		
can protect themselves		
and others from		
possible online dangers,		
bullying and		
inappropriate		
behaviour.		
To begin to understand		
how information online		
can persist and give		
away details of those		
who share or modify it		