

Computing Long Term Overview (2 year rolling programme)

Throughout their time at Capenhurst CE Primary School, pupils are taught how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact. Throughout both Year A and Year B, all children will be taught the following skills in relation to e-safety.

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>I know that personal information should not be shared online.</p> <p>I know I must tell a trusted adult immediately if I am not sure about what I have seen online.</p> <p>I know that it is better to use my device with a trusted adult nearby.</p>	<p>I can understand the different methods of communication (e.g. email, online forums etc).</p> <p>I know you should only open email from a known source.</p> <p>I can begin to evaluate websites and know that everything on the internet is not true.</p> <p>I know that it is not always possible to copy some text and pictures from the internet.</p> <p>I know that personal information should not be shared online.</p> <p>I know I must tell a trusted adult immediately if anyone tries to meet them via the internet.</p>	<p>I understand the need for rules to keep me safe when exchanging learning and ideas online.</p> <p>I can recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.</p> <p>I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.</p> <p>I can understand the need for caution when using an internet search for images and what to do if they find an unsuitable image.</p> <p>I can understand the need to keep personal information and passwords private.</p> <p>I can understand that if I make personal information available online it may be seen and used by others.</p> <p>I know how to respond if asked for personal information or feel unsafe about content of a message.</p> <p>I can recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.</p> <p>I know how to report an incident of cyber bullying.</p> <p>I know the difference between online communication tools used in school and those used at home.</p> <p>I can understand the need to develop an alias for some public online use.</p> <p>I can understand that the outcome of internet searches at home may be different than at school.</p>	<p>I can discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family.</p> <p>I can understand the potential risk of providing personal information online.</p> <p>I can recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content.</p> <p>I can understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.</p> <p>I can understand that some material on the internet is copyrighted and may not be copied or downloaded.</p> <p>I can understand that some messages may be malicious and know how to deal with this.</p> <p>I can understand that online environments have security settings, which can be altered, to protect the user.</p> <p>I can understand the benefits of developing a 'nickname' for online use.</p> <p>I can understand that some malicious adults may use various techniques to make contact and elicit personal information.</p> <p>I know that it is unsafe to arrange to meet unknown people online.</p> <p>I know how to report any suspicions.</p> <p>I understand I should not publish other people's pictures or tag them on the internet without permission.</p> <p>I know that content put online is extremely difficult to remove.</p> <p>I know what to do if I discover something malicious or inappropriate.</p>

Computing Long Term Overview (2 year rolling programme) – Year A

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn	<p>I can operate simple equipment. I show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. I know that information can be retrieved from computers.</p>	<p><u>Algorithms and Programs</u> I can create a simple series of instructions - left and right. I can record my routes. I can understand forwards, backwards, up and down. I can put two instructions together to control a programmable toy. I can begin to plan and test a Bee-bot journey.</p>	<p><u>Algorithms and Programs</u> I can experiment with variables to control models. I can use 90 degree and 45 degree turns. I can give an on-screen robot directional instructions. I can draw a square, rectangle and other regular shapes on screen, using commands. I can write more complex programs.</p> <p><u>Databases</u> I can input data into a prepared database. I can sort and search a database to answer simple questions. I can use a branching database.</p>	<p><u>Algorithms and Programs</u> I can combine sequences of instructions and procedures to turn devices on or off. I can understand input and output. I can use an ICT program to control an external device that is electrical and/or mechanical. I can use ICT to measure sound or light or temperature using sensors. I can explore 'What if' questions by playing adventure or quest games. I can write programs that have sequences and repetitions.</p> <p><u>Databases</u> I can create a simple formula in a spreadsheet and then check for accuracy and plausibility. I can search databases for information using symbols such as = > or <. I can create databases planning the fields, rows and columns. I can create graphs and tables to be copied and pasted into other documents.</p>

Spring	<p>I can complete a simple, age-appropriate program on a computer.</p> <p>I can select and use technology for particular purposes.</p>	<p><u>Data Retrieving and Organising</u></p> <p>I can capture images with a camera/device.</p> <p>I can print out a photograph from a camera/device with help.</p> <p>I can record a sound and play it back.</p> <p>I can enter information into a template to make a graph.</p> <p>I can talk about the results shown on a graph.</p>	<p><u>Data Retrieving and Organising</u></p> <p>I can review images on a camera/device and delete unwanted images.</p> <p>I have experienced downloading images from a camera/device into files on the computer.</p> <p>I can use photo editing software to crop photos and add effects.</p> <p>I can manipulate sound when using simple recording story boarding.</p> <p><u>Using the Internet</u></p> <p>I can find relevant information by browsing a menu.</p> <p>I can search for an image, then copy and paste it into a document.</p> <p>I can use 'Save picture as' to save an image to the computer.</p> <p>I can copy and paste text into a document.</p> <p>I can begin to use note making skills to decide what text to copy.</p>	<p><u>Data Retrieving and Organising</u></p> <p>I can listen to streaming audio such as online radio.</p> <p>I can download and listen to podcasts.</p> <p>I can select music from open sources and incorporate it into multimedia presentations.</p> <p>I can work on simple film editing.</p> <p><u>Using the Internet</u></p> <p>I can use a search engine using keyword searches.</p> <p>I can compare the results of different searches.</p> <p>I can decide which sections are appropriate to copy and paste from at least two web pages.</p> <p>I can save stored information following simple lines of enquiry.</p> <p>I can download a document and save it to the computer.</p>
Summer	<p>I can use technology appropriate applications to complete a specific task, e.g., deciding how best to make a record of a special event in my life.</p>	<p><u>Communicating</u></p> <p>I can recognise what an email address looks like.</p> <p>I can join in sending a class email.</p> <p>I can word process ideas using a keyboard.</p> <p>I can use the spacebar, back space, enter, shift and arrow keys.</p> <p>I can print out a page from the internet.</p>	<p><u>Communicating</u></p> <p>I can use an email address book.</p> <p>I can open and send an attachment.</p> <p><u>Presentation</u></p> <p>I can create a presentation that moves from slide to slide and is aimed at a specific audience.</p> <p>I can combine text, images and sounds and show awareness of audience.</p> <p>I know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</p>	<p><u>Communicating</u></p> <p>I can use instant messaging to communicate with class members.</p> <p>I can conduct a video chat with someone elsewhere in the school or in another school.</p> <p><u>Presentation</u></p> <p>I can use a range of presentation applications.</p> <p>I can consider audience when editing a simple film.</p> <p>I know how to prepare and then present a simple film.</p> <p>I can use ICT to record sounds and capture both still and video images.</p> <p>I can capture sounds, images and video.</p> <p>I can use the word count tool to check the length of a document.</p> <p>I can use bullets and numbering tools.</p>

Computing Long Term Overview (2 year rolling programme) – Year B

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn	<p>I can operate simple equipment.</p> <p>I show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>I know that information can be retrieved from computers.</p>	<p><u>Algorithms and Programs</u></p> <p>I can predict the outcomes of a set of instructions and/or a simple program.</p> <p>I can use right angle turns.</p> <p>I can use the repeat commands.</p> <p>I can test and amend a set of instructions.</p> <p>I can write a simple program and test it.</p>	<p><u>Algorithms and Programs</u></p> <p>I can use repeat instructions to draw regular shapes on screen, using commands.</p> <p>I can experiment with variables to control models.</p> <p>I can make turns specifying the degrees.</p> <p>I can give an on-screen robot specific directional instructions that takes them from x to y.</p> <p>I can make accurate predictions about the outcome of a program I have written.</p> <p><u>Databases</u></p> <p>I can input data into a prepared database.</p> <p>I can sort and search a database to answer simple questions.</p> <p>I can recognise what a spread sheet is.</p> <p>I can use the terms 'cells', 'rows' and 'columns'.</p> <p>I can enter data, highlight it and make bar charts.</p>	<p><u>Algorithms and Programs</u></p> <p>I can explain how an algorithm works.</p> <p>I can detect errors in a program and correct them.</p> <p>I can use an ICT program to control a number of events for an external device.</p> <p>I can use ICT to measure sound, light or temperature using sensors and interpret the data.</p> <p>I can explore 'what if' questions by planning different scenarios for controlled devices.</p> <p>I can use input from sensors to trigger events.</p> <p>I can check and refine a series of instructions.</p> <p><u>Databases</u></p> <p>I can collect live data using data logging equipment.</p> <p>I can identify data error, patterns and sequences.</p> <p>I can create my own database and present information from it.</p>

Spring	<p>I can complete a simple, age-appropriate program on a computer.</p> <p>I can select and use technology for particular purposes.</p>	<p><u>Data Retrieving and Organising</u></p> <p>I can find information on a website.</p> <p>I can click links in a website.</p> <p>I can print a web page to use as a resource.</p> <p>I can experiment with text, pictures and animation to make a simple slide show.</p> <p>I can use the shape tools to draw.</p>	<p><u>Data Retrieving and Organising</u></p> <p>I can capture images using a variety of electronic devices.</p> <p>I can choose images and download into a file.</p> <p>I can copy graphics from a range of sources and paste into a desktop publishing program.</p> <p><u>Using the Internet</u></p> <p>I can use a search engine to find a specific website.</p> <p>I can use note-taking skills to decide which text to copy and paste into a document.</p> <p>I can use tabbed browsing to open two or more web pages at the same time.</p> <p>I can open a link to a new window.</p> <p>I can open a document (PDF) and view it.</p>	<p><u>Data Retrieving and Organising</u></p> <p>I can explore the menu options and experiment with images (colour effects, options, snap to grid, grid settings etc.).</p> <p>I can add special effects to alter the appearance of a graphic.</p> <p>I can ‘save as’ gif or jpeg, wherever possible to make the file size smaller (for emailing or downloading).</p> <p>I can make an information poster using their graphics skills to good effect.</p> <p><u>Using the Internet</u></p> <p>I can use a search engine using keyword searches.</p> <p>I can use complex searches using such as ‘+’ ‘OR’ ”Find the phrase in inverted commas”.</p>
Summer	<p>I can use technology appropriate applications to complete a specific task, e.g., deciding how best to make a record of a special event in my life.</p>	<p><u>Communicating</u></p> <p>I can send a reply to messages sent by a safe email partner (within school).</p> <p>I can word process a piece of text.</p> <p>I can insert/delete a word using the mouse and arrow keys.</p> <p>I can highlight text to change its format (B, U, I).</p>	<p><u>Communicating</u></p> <p>I can appreciate the benefits of ICT to send messages and to communicate.</p> <p>I can use the automatic spell checker to edit spellings.</p> <p><u>Presentation</u></p> <p>I can create a lengthy presentation that moves from slide to slide and is aimed at a specific audience.</p> <p>I can insert sound recordings into a multimedia presentation.</p> <p>I know how to manipulate text, underline text, centre text, change font and size and save text to a folder.</p>	<p><u>Communicating</u></p> <p>I can conduct a video chat with people in another country or organisation.</p> <p><u>Presentation</u></p> <p>I can present a film for a specific audience and then adapt same film for a different audience.</p> <p>I can create a sophisticated multimedia presentation.</p> <p>I can confidently choose the correct page set up option when creating a document.</p> <p>I can confidently use text formatting tools, including heading and body text.</p> <p>I can use the ‘hanging indent’ tool to help format work where appropriate (e.g. a play script).</p>