

Computing overview – 2 year cycle

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Autumn 1 – Who am I? Who Are You? (All About Me) Autumn 2 – Why Do We Celebrate? (Celebrations)	Spring 1 – Who Lives in a Land Far, Far Away? (Traditional Tales) Spring 2 – Do You Fly, Walk or Swim? (Lifecycles & Animals)	Summer 1 – What's Above Me? What's Below Me? (Growing) Summer 2 – Do You Wish You Were Here? (Travel) Technology outside the classroom.
Year 1/ 2 Cycle A	Introduction to Purple Mash Creative Computing	Creating and following instructions Coding	Making beats Presenting ideas
Year 1/ 2 Cycle B	Introduction to Purple Mash Creating pictures Animated stories	Coding Route Explorers	Data Explorers Questioning
Year 3 /4 Cycle A	Email Effective Searching Touch typing	Coding Route planners	Introduction to AI Sound stories
Year 3 /4 Cycle B	Word processing Presenting Ideas	Logo Microbits	Composing beats Animations
Year 5/ 6 Cycle A	Spreadsheets Graphing	Coding Microbits	Binary Coding external devices
Year 5/ 6 Cycle B	Word processing Blogging	Game creator Introduction to Python	3D modelling Data detectives

School busy bees	Year 1 and 2	Year 3 and 4	Year 5 and 6
Be a friend	Help my friends when they need it.	Share my ideas and feelings with my friends and listen to theirs.	Work cooperatively with my friends and value their contributions.
Be you	Follow simple instructions to try new activities on my own.	Learn from my experiences, seeking guidance when I encounter difficulties.	Critically assess my independent work, reflect on feedback and implement improvements to achieve high-quality results.
Be honest	Share my feelings openly and tell others how I really feel.	Reflect on my work and be honest about what I understood and where I might need more practice.	Evaluate my work and be honest about my progress and areas for improvement
Be brave	Ask for help when I need it and don't be afraid to make mistakes.	Try something new with encouragement and listen to ideas for improvements from others.	Present my work and ideas to peers and teaching and accept feedback as an opportunity to better my work.
Be kind	Use kind words when talking about others' work and encourage them to keep trying.	Engage in group work with a positive attitude, being considerate and acknowledging everyone's efforts.	Offer constructive criticism in a way that supports and motivates my peers, focusing on growth and improvement.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Cycle A</u> <u>Autumn 1</u>	Introduction to Purple Mash	Email	Spreadsheets
Objectives	To log in to Purple Mash To understand how to complete work in the 2Dos area To open an activity and save the work to the My Work area	To understand what an email is and to compose and send emails. To understand and respond to an email. To send an email attachment. To learn how to use email safely.	To explain that formulas can be used to produce calculated data. To create a data set in a spreadsheet and apply formulas to data.
Vocabulary	login logout password avatar menu burger menu icon homepage alert folder	email inbox compose address book recipient attachment spam junk mail phishing	spreadsheet cell cell reference data item formula function sum average maximum minimum

	filename scrolling scrollbar		
Sticky Knowledge	I can log in to Purple Mash and create an avatar. I can open, save, and hand in 2Dos I can open a Paint Project from the Tools area and save and find my work in the My Work area	I can understand what an email is and when it might be used. I can open and respond to an email I can send emails to other I in the class and use the search option in the address book. I can explain what an email attachment is and why it's useful, and I can attach and send a file.	I can collect data and enter it into a spreadsheet. I can apply a range of formulas to data.
<u>Cycle A</u> <u>Autumn 2</u>	Creative Computing	Effective Searching	Graphing
Objectives	To use paint tools to draw a picture. To create a jigsaw using a digital device and share it so others can play. To create a placing game in 2DIY. To create images and use these to make a game.	To understand how to search effectively and to filter and sort search results. To use the internet to find information. To evaluate the reliability of information.	To use spreadsheets to represent data as a graph or chart. To create bar charts, line graphs, and pie charts. To analyse data represented in a graph.
Vocabulary	digital art drag and drop arrow keys touchscreen gestures hotspot	search engine search bar keywords search results safe search filters reliable	graph chart axis label scale column row bar chart line graph pie chart data dataset
Sticky Knowledge	I can choose colours and tools to create a picture. I can control the mouse or use my finger to achieve desired effects. I can use drag and drop on my device. I can create a jigsaw using the 2DIY tool.	I can use keywords to find information online. I can identify which search results are reliable and which are not. I can explain the importance of safe search.	I can collect data and enter it into a spreadsheet. I can produce a chart to show the answer to a question. I can analyse data in a graph to draw conclusions and make predictions.

	I can use drag and drop controls and either touchscreen gestures or arrow keys to complete games. I can make a placing game using my own images.		
<u>Cycle A</u> <u>Spring 1</u>	Creating and following instructions	Coding	Coding
Objectives	To follow simple instructions.	To understand what an algorithm is. To create a computer program using an algorithm. To understand the collision detection event. To create a program that includes variables and selection.	To create a program that includes count-controlled loops and selection. To use the repeat command in code. To understand and create programs that use selection. To understand what a variable is in programming and use a number variable.
Vocabulary	algorithm instructions program	instruction execute run design collision sound predict collide interact implementation debugging	selection condition action repetition program flowchart selection if/else repeat until variable
Sticky Knowledge	I can follow instructions. I can explain the effect of carrying out a task with no instructions. I know that computers need precise instructions to follow. I know that an algorithm written for a computer to follow is called a program.	I can explain that an algorithm is a set of instructions. I can plan an algorithm in which objects interact by colliding. I can create a program that uses collision detection.	I can become familiar with the Crumble controller and connect a circuit to control components. I can use the repeat command in my code to make it more efficient. I can read code that includes if/else and explain how it works. I can create and use variables when programming.
<u>Cycle A</u> <u>Spring 2</u>	Coding	Route Planners	Microbits

Objectives	To understand that computer programs work by following instructions called code. To use object and action code blocks to make a computer program. To understand what an event is in coding. To understand the purpose of an output and to be able to 'read' code to find out what it does. To change aspects of the design view. To plan and make a computer program.	To use direction commands and to plan a route on a map. To create a program to follow a route on a map. To use degrees in 2Go to make accurate routes. To use the repeat algorithm and coding.	To explain that computers can be connected to form systems. To explain that data gathered over time can be used to answer questions.
Vocabulary	instructions algorithm code programmer code blocks object action event debug execute plan software	direction command route map degree angle	system connection digital input process output data operation
Sticky Knowledge	I can explain what a computer program is and that it's made of instructions called code. I can put code blocks together to create a simple program. I can identify objects and their actions in a program. I can make my program do something when an event happens, like a mouse click. I can find and fix mistakes in my code—I know how to debug a program. I can plan out what I want my program to do before I start coding.	I can give and follow direction commands to create a route on a map. I can create and read code that includes 90° and 45° angles and make predictions about where the turtle will go. I can use the repeat command to make shapes that have 90° and 45° angles.	I can recognise the role of computer systems in our lives and the physical components of a network. I can use a Microbit to collect data using sensors and interpret it to draw conclusions.
<u>Cycle A</u> <u>Summer 1</u>	Making Beats	Introduction to AI	Binary

Objectives	To understand what an audio track is. To identify how rhythm is created and use software to create a rhythm. To create a short musical piece to accompany a story.	To understand what Artificial Intelligence (AI) is and some of the tasks it can carry out. To learn to communicate effectively with AI tools by writing clear and precise prompts. To understand how to be a good digital citizen when using AI. To think about how AI might develop in the future.	To understand how data is stored as binary. To be able to convert between decimal and binary.
Vocabulary	audio track rhythm repeat tempo loop sequence bars beats music genre	artificial intelligence (ai) data human oversight generative ai digital citizenship prompt responsible behaviour refine innovation privacy trustworthy / reliable prediction future technology automation	binary bit byte decimal convert
Sticky Knowledge	I can identify audio tracks on a computer. I can create rhythm using simple patterns. I can use music software to create and edit a track.	I can explain that AI is technology that learns from data to make predictions, take actions and create content. I can identify examples of AI that help people in everyday life, such as recommending films, planning travel routes and supporting doctors. I can write clear and specific prompts to help generative AI produce useful results. I can refine a prompt to improve the quality of AI-generated responses. I can explain why human oversight is important when using AI.	I can explain that computers use a binary system. I can convert a decimal number to binary and vice versa.

		I can demonstrate good digital citizenship by using AI responsibly, respectfully and safely online. I can explain why it is important to protect privacy and not share personal information with AI tools. I can consider whether AI-generated information is trustworthy and reliable. I can discuss how AI may develop in the future and how it could help people solve problems.	
<u>Cycle A</u> <u>Summer 2</u>	Presenting Ideas	Sound Stories	Coding External devices
Objective	To explore and understand that digital content can be presented in many different forms and for various purposes. To learn how to use a variety of software packages and tools to create, manipulate, and present digital content. To develop skills in organizing and structuring information, such as using tables and mind maps. To gain experience in creating and improving digital content based on feedback.	To describe what makes an effective video. To use video editing software to create a short video. To add sound to a video.	To connect and code an external device.
Vocabulary	presentation mind map fact file quiz digital content non-fiction multiple-choice	video audio camera panning close up green screen storyboard scene background sound effect	external device sensor input output
Sticky Knowledge	I can present digital information in lots of different ways, like in a quiz, a presentation, or a fact file.	I can use different camera angles, pan, tilt, and zoom. I can edit video clips and add sound to my video.	I can connect an external device to my computer and code it to perform a task.

	I can add things like photos, drawings (clipart), and tables makes our work look great and helps people understand it. I can organise information in tables makes it much easier to read and use. I can use different programs together to make our digital projects. I can listen to feedback and making changes helps us to make our work even better.		
<u>Cycle B</u> <u>Autumn 1</u>	Creating pictures	Word Processing	Word Processing
Objective	To create a digital art piece in an impressionist style and in a pointillism style. To create a digital art piece that is in the style of Piet Mondrian's work.	To recognise that text and layout can be edited. To use tools to change an image.	To recognise that text and layout can be edited. To use tools to change an image. To use keyboard shortcuts in a word processor.
Vocabulary	impressionism palette style pointillism outline de stijl fill tool horizontal vertical	text images advantages disadvantages	text images advantages disadvantages shortcuts keyboard
Sticky Knowledge	I can use a digital art tool to create an art piece in the style of the impressionists and use digital tools to create colours and textures. I can use a digital art tool to create an art piece in the style of pointillism and use digital tools to draw outlines of people. I can use a digital art tool to create an art piece in the style of Piet Mondrian and use digital tools to fill closed spaces.	I can change font style, size, and colours for a given purpose. I can identify which photos are real and which have been changed.	I can change font style, size, and colours for a given purpose. I can identify which photos are real and which have been changed.
<u>Cycle B</u> <u>Autumn 2</u>	Animated Stories	Presenting Ideas	Blogging

Objective	To explain that animation is a sequence of drawings or photographs. To plan an animation and evaluate its impact.	To evaluate different ways of working together online. To outline how websites can be shared via the World Wide Web (WWW).	To understand blogs and their features. To plan the theme, content, and structure for a blogpost. To write and style a blog post. To review and comment on blog posts with an understanding of online safety.
Vocabulary	Animation flip book stop frame frame sequence	website web page browser	blog blog post vlog plan draft revise edit publish hyperlink
Sticky Knowledge	I can create an effective flip book-style animation and explain how it works. I can review a sequence of frames to check my work and add other media to my animation.	I can recognize how to access shared files stored online.	I understand what a blog is and can identify its key features. I can work with others to plan a blogpost and choose a theme collaboratively. I can contribute to writing a structured blog post and follow the process of drafting, revising, and editing. I can post and comment respectfully on a blog.
<u>Cycle B</u> <u>Spring 1</u>	Coding	Logo	Game Creator
Objective	To understand that computers follow a set of clear instructions called an algorithm to complete a task. To learn how to create and debug a computer program using various coding concepts like timers, collision detection, and buttons. To understand that different objects have different properties and can be made to interact and respond to different events.	To use logical reasoning to predict the outcome of a program.	To plan the features of a web page and recognize the need for a navigation path.

	To be able to design a program and explain the algorithm behind it.		
Vocabulary	algorithm collision detection timer properties debug bug button sequence interaction event	instruction sequence clear unambiguous logo program turtle commands	website web page browser
Sticky Knowledge	I can explain what an algorithm is and why it's important for a computer to follow clear instructions. I can create a program that uses a timer to make something happen after a specific amount of time. I can design a program that uses collision detection to make objects interact with each other. I can change the properties of an object to make it different from other objects. I can find and fix a mistake in my code—I know how to debug a program. I can use a button in my program to make an object do something when I click it.	I can predict the outcome of a sequence. I can use 2Logo to create letter shapes and use the Repeat command to create shapes.	I can discuss different types of media used on websites and draw a web page layout. I can say why I should use copyright-free images.
<u>Cycle B</u> <u>Spring 2</u>	Route explorers	Microbits	Introduction to Python
Objectives	To use the direction keys in 2Go to move the turtle along a route. To use units of distance along with direction keys. To write instructions to complete more than one step of a route at once.	To understand how technology helps us in different ways. To identify and describe different pieces of computer hardware and understand their functions.	To understand what an algorithm is. To create a computer program using an algorithm. To understand what a variable is in programming and use a number variable.

	To build up instructions for a longer route.	To understand what software is and how we use it to complete tasks. To explore how hardware and software interact to complete everyday tasks.	
Vocabulary	direction command instructions route algorithm coding computer bug debugging	technology manual technology electrical technology digital technology smart technology computer system hardware peripheral component input output storage software application program process	algorithm instruction execute run design collision sound predict variable
Sticky Knowledge	I can use direction keys to move forward, backward, left, and right. I can work out how far a character needs to move and combine direction keys and distances to make a character move along a chosen route. I can think about more than one step at a time when planning a route. I can create longer programs by testing a few steps at a time and editing my code. I can debug my code and fix errors.	I can name parts of a computer system. I can explain the difference between internal components and external peripherals. I can group hardware as input, output, or storage. I can explain what software is and name different types of software. I can describe how hardware and software work together.	I can explain that an algorithm is a set of instructions. I can create and use variables when programming.
<u>Cycle B</u> <u>Summer 1</u>	Data Explorers	Composing Beats	3D Modelling

Objective	To think carefully about the steps of grouping items. To group items using a computer. To be able to sort different items. To understand that data is information that can be collected and used. To understand that data can be shown using pictures. To collect data and create a pictogram.	To identify and discuss the main elements of music, including pulse, rhythm, tempo, pitch, and texture. To create simple melodic and rhythmic patterns using digital tools. To compose a short piece of electronic music by experimenting with different musical elements. To understand how music is created and how different elements can change the mood or feel of a piece.	To use software to create a 3D model. To explain the use of 3D models in everyday life.
Vocabulary	group criteria sort data pictogram	pulse rhythm tempo pitch texture melody dynamics synth harmonious	3D model design render dimensions depth height width
Sticky Knowledge	I can group items in different ways and explain how I grouped them. I can use a computer to group items in different ways. I can use criteria to decide how to sort items. I can explore how grouping and sorting allows data collection and how this can answer questions. I can create a pictogram using class data and answer questions by looking at it. I can collect data from an experiment and create a pictogram to show it.	I can explain the difference between a pulse and a rhythm. I can say what tempo is and how it can change how a song feels. I can tell you if a sound has a high or low pitch. I can use a computer to create a simple musical pattern.	I can create a simple 3D model and manipulate it. I can identify different uses for 3D models and explain why they are useful.

<u>Cycle B</u> <u>Summer 2</u>	Questioning	Animations	Data Detectives
Objective	To use a branching database to answer questions about a set of objects. To understand how questions can be used to categorise information.	To understand what animation is. To understand the term onion skinning and be able to use this technique. To enhance simple animations using animation software. To plan an animation.	To collect and organise data and to interpret data to draw conclusions. To create and use a variety of charts and graphs.
Vocabulary	branching database question yes no item	animation animation software frame stop motion onion skinning copy frame frames per second background sound effect	data dataset spreadsheet chart graph bar chart line graph pie chart analyse interpret conclusion
Sticky Knowledge	I can ask and answer 'Yes' or 'No' questions. I can use a branching database to identify an item from a list.	I can describe what is meant by an animation. I can make a simple animation using a flick book and animation software. I can create a smooth sequence of frames using the onion skinning and copy frame features. I can add backgrounds and sound effects to enhance my animations.	I can collect data and enter it into a spreadsheet. I can produce a chart to show the answer to a question. I can analyse data in a graph to draw conclusions and make predictions.

Key Stage	Oracy Strands
Foundation Stage	- Use simple sentences to describe what they see or do on digital devices - Listen and respond to peers when exploring technology - Begin to ask questions about how devices work - Use role-play to explore digital tools (e.g., pretending to be a robot following instructions)
Key Stage 1	- Explain steps taken when using software (e.g., "First I clicked...") - Use key vocabulary when discussing computing tasks (e.g., login, icon, drag) - Ask and answer questions about digital content and tools - Participate in group discussions about digital creations, taking turns and listening actively
Lower Key Stage 2	- Describe how and why they used specific tools or commands in a program - Use structured sentence stems to explain coding choices (e.g., "I used this block because...") - Present ideas clearly in paired or group discussions about computing projects - Use appropriate vocabulary to explain digital processes (e.g., algorithm, debug, input)
Upper Key Stage 2	- Debate digital dilemmas (e.g., online safety, data privacy) using respectful language - Justify programming decisions with evidence from their code or design plans - Use formal language structures for agreement/disagreement (e.g., "I agree with your method because...") - Present findings from computing investigations or projects confidently to peers

Online Safety Overview – 2 year cycle

	Autumn term	Spring	Summer
FS1 and 2 Cycle A and B	Staying Safe and Asking for Help	Communicating and Sharing Online	Finding Information and Creating Online
Year 1/ 2 Cycle A	Self image & identify Online relationships	Online Bullying Privacy & Security	Managing Online Information Copyright & Ownership
Year 1/ 2 Cycle B	Self image & identify Online relationships	Online Reputation Health, wellbeing and lifestyle	Managing Online Information Copyright & Ownership
Year 3 /4 Cycle A	Self image & identify Online relationships	Online Reputation Privacy & Security	Managing Online Information Copyright & Ownership
Year 3 /4 Cycle B	Self image & identify Online relationships	Online Bullying Health, wellbeing and lifestyle	Privacy & Security Managing Online Information
Year 5/ 6 Cycle A	Self image & identify Online relationships	Online Bullying Privacy & Security	Managing Online Information Copyright & Ownership
Year 5/ 6 Cycle B	Self image & identify Online relationships	Online Reputation Health, wellbeing and lifestyle	Privacy & Security Managing Online Information

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Cycle A</u> <u>Autumn 1</u>	Self image and Identity	Self image and Identity	Self image and Identity
Objectives	To understand that people may present themselves differently online and know how to get help when something online causes concern.	To understand how people create and manage identities online.	To understand how online identity influences perceptions and experiences.
Vocabulary	identity choice permission trusted adult safe unsafe feelings worry consent help	identity online identity offline identity avatar username profile representation trustworthy impersonation anonymity	identity stereotype representation diversity inclusion citizenship reputation perception digital footprint responsibility
Sticky Knowledge	I can explain that people may act differently online. I can identify trusted adults who can help me. I can recognise when something online makes me uncomfortable. I can explain what action I should take.	I can explain what identity means. I can compare online and offline identities. I can explain why people may present themselves differently online. I can identify risks connected with online identities.	I can explain how identities are created online. I can recognise stereotypes online. I can challenge inappropriate representations. I can make responsible choices about my online identity.
<u>Cycle A</u> <u>Autumn 2</u>	Online relationships	Online relationships	Online relationships
Objectives	To understand how to communicate safely and respectfully online.	To build positive and safe online relationships.	To communicate safely and positively online.
Vocabulary	respect kindness sharing permission communicate message friend	trust relationship community communication respect collaboration interaction	communication boundary respect community empathy relationship support

	behaviour responsibility trust	support boundary safety	collaboration trust consequence
Sticky Knowledge	I can explain why permission is important online. I can identify safe ways to communicate. I can describe risks of talking to people I do not know. I can show kindness and respect online.	I can identify characteristics of healthy online relationships. I can explain what trust means online. I can recognise unsafe online behaviours. I can explain how to respond safely.	I can identify safe communication strategies. I can recognise risks in online interactions. I can respect personal boundaries. I can seek support when needed.
<u>Cycle A</u> <u>Spring 1</u>	Online Bullying	Online Reputation	Online Bullying
Objectives	To recognise bullying behaviour online and know how to seek support.	To understand how online actions affect reputation.	To respond effectively to online bullying.
Vocabulary	bullying kindness respect support feelings unkind help report safe trusted adult	reputation digital footprint sharing profile content audience permanent privacy responsibility judgement	bullying evidence report bystander support abuse harassment block respect safeguarding
Sticky Knowledge	I can explain what online bullying is. I can describe how bullying affects people. I can identify ways to get help. I can support others appropriately.	I can explain what an online reputation is. I can describe how content is shared online. I can explain how posts can affect others. I can make positive choices when sharing information.	I can identify different forms of online bullying. I can gather evidence safely. I can report concerns appropriately. I can support myself and others.
<u>Cycle A</u> <u>Spring 2</u>	Privacy and Security	Privacy and Security	Privacy and Security
Objectives	To understand the importance of keeping personal information safe.	To protect personal information online.	To protect accounts, devices and personal information.
Vocabulary	password private	privacy security	password security

	personal information security safe protect secret account permission trusted adult	password personal information consent permission protect data sharing settings	privacy permissions phishing scam data protection encryption authentication
Sticky Knowledge	I can identify personal information. I can explain why passwords are important. I can describe ways to keep information private. I can ask for help before sharing online.	I can create secure passwords. I can explain why information should be protected. I can recognise requests for personal information. I can make safe decisions about sharing information.	I can create strong passwords. I can explain app permissions. I can recognise phishing and scam attempts. I can make informed privacy decisions.
<u>Cycle A</u> <u>Summer 1</u>	Managing Online Information	Managing Online Information	Managing Online Information
Objectives	To search safely and effectively for information online.	To evaluate online information critically.	To critically evaluate online content.
Vocabulary	information search keyword internet website question fact real fake reliable	search engine keywords fact opinion accuracy fake news evidence source belief reliable	misinformation disinformation reliability validity evidence bias algorithm search engine source credibility
Sticky Knowledge	I can use keywords to search. I can navigate simple webpages. I can recognise that not everything online is true. I can identify trusted sources of information.	I can use effective search strategies. I can identify facts and opinions. I can recognise fake news. I can make informed decisions about information I find.	I can explain how search engines work. I can identify misinformation and disinformation. I can evaluate reliability and validity. I can justify whether information is trustworthy.
<u>Cycle A</u> <u>Summer 2</u>	Copyright and Ownership	Copyright and Ownership	Copyright and Ownership
Objective	To understand ownership of digital content.	To understand how copyright applies online.	To use and reference digital content responsibly.

Vocabulary	creator ownership copyright original copy permission work author save respect	copyright ownership permission creator content reuse plagiarism original source credit	copyright licence ownership creator reference citation intellectual property reuse permission attribution
Sticky Knowledge	I can explain that my work belongs to me. I can recognise that others own their work. I can save my work appropriately. I can use others' work respectfully.	I can explain why copyright exists. I can identify content that belongs to others. I can explain when permission is needed. I can use content fairly and responsibly.	I can identify reusable content. I can acknowledge sources appropriately. I can explain intellectual property. I can apply copyright rules when creating work.
<u>Cycle B</u> <u>Autumn 1</u>	Self image and Identity	Self image and Identity	Self image and Identity
Objective	To understand that I have choices online and know who can help me stay safe.	To understand how identities can be represented and changed online.	To be a responsible digital citizen and manage my online identity effectively.
Vocabulary	identity choice permission trusted adult safe unsafe feelings worry consent help	identity avatar username profile impersonation anonymity representation online offline trustworthy	identity stereotype representation reputation diversity inclusion citizenship responsibility digital footprint perception
Sticky Knowledge	I can explain that I have the right to say "no" online. I can recognise situations where I need help from a trusted adult. I can identify trusted adults in school and at home.	I can explain why people may use avatars or usernames online. I can compare online and offline identities. I can recognise that not everyone online is who they claim to be. I can explain reasons someone might pretend to be another person.	I can explain how online identities are created and managed. I can recognise stereotypes and challenge them respectfully. I can describe how online behaviour affects reputation. I can identify support when online issues arise.

	I can explain what to do if something online makes me feel worried, upset or uncomfortable. I can recognise that my feelings matter online and offline.	I can identify safe actions if I am unsure about someone's identity online.	I can make responsible choices about the information I share.
<u>Cycle B</u> <u>Autumn 2</u>	Online Relationships	Online Relationships	Online Relationships
Objective	To understand how to treat others respectfully online and seek permission before sharing.	To participate safely and positively in online communities.	To build positive relationships and contribute responsibly to online communities.
Vocabulary	respect kindness sharing permission communicate message friend behaviour responsibility trust	community collaboration communication respect trust relationship interaction support positive responsibility	community boundary respect communication collaboration empathy responsibility consequence support relationship
Sticky Knowledge	I can explain why kindness is important online. I can recognise that others may feel differently about online comments and messages. I can ask permission before sharing information, photos or videos. I can explain why sharing information about others without permission can be harmful. I can demonstrate respectful online behaviour.	I can explain what an online community is. I can identify positive ways to collaborate online. I can demonstrate respectful communication. I can recognise healthy and unhealthy online interactions. I can explain how my actions contribute to a positive online environment.	I can explain the benefits of online communities. I can communicate respectfully in digital spaces. I can recognise inappropriate online behaviour. I can explain the consequences of sharing content about others. I can demonstrate strategies for managing difficult online situations.
<u>Cycle B</u> <u>Spring 1</u>	Online Reputation	Online Bullying	Online Reputation
Objective	To understand that information shared online can stay online and be seen by others.	To recognise online bullying and know how to respond appropriately.	To understand how digital footprints and online activity affect future opportunities and relationships.
Vocabulary	online information reputation digital footprint private public	bullying victim bystander report evidence support	digital footprint reputation anonymity profile judgement perception

	profile share audience permanent	unkind harmful respect kindness	audience permanence privacy responsibility
Sticky Knowledge	I can explain that information can remain online for a long time. I can identify information that should not be shared publicly. I can explain that online information can be viewed by different people. I can make safe choices about what I share online. I can recognise that what I do online contributes to my digital footprint.	I can identify different forms of online bullying. I can explain how online bullying affects others. I can demonstrate ways to seek help. I can support someone who is experiencing online bullying. I can explain why reporting bullying is important.	I can explain what a digital footprint is. I can describe how content contributes to an online reputation. I can identify ways to protect my digital personality. I can assess risks before sharing information online. I can make responsible decisions that support a positive reputation.
Cycle B Spring 2	Health, Wellbeing and Lifestyle	Health, Wellbeing and Lifestyle	Health, Wellbeing and Lifestyle
Objectives	To understand how technology can be used safely and healthily.	To understand how technology use can affect wellbeing.	To understand persuasive design and manage the impact of technology on wellbeing.
Vocabulary	technology balance screen time wellbeing healthy routine device exercise sleep moderation	wellbeing screen time balance age restriction healthy habits distraction pressure routine moderation responsibility	persuasive design algorithm influence engagement wellbeing pressure habit balance mindfulness moderation
Sticky Knowledge	I can identify rules for safe technology use at school and home. I can explain why screen time should be balanced with other activities. I can recognise internet-connected devices in everyday life. I can discuss positive and negative ways technology affects wellbeing.	I can explain benefits and risks of technology use. I can identify signs that I may need a break from technology. I can suggest strategies for balancing online and offline activities. I can recognise age restrictions and explain why they exist.	I can identify persuasive design features in apps and games. I can explain how technology can influence behaviour. I can discuss pressures created by social media and online platforms. I can use strategies to maintain healthy technology habits. I can evaluate how technology affects my wellbeing.

	I can suggest healthy ways to use technology.	I can make responsible choices about my use of technology.	
<u>Cycle B</u> <u>Summer 1</u>	Managing Online Information	Privacy and Security	Privacy and Security
Objective	To understand that information online may be real, imaginary or inaccurate.	To understand how information is collected, shared and protected online.	To understand how online services collect data and how to manage privacy effectively.
Vocabulary	informatio search voice search fact fiction real fake website question reliable	privacy consent personal information data protect connected device permission security settings sharing	privacy settings permissions personal data security encryption update password protection consent terms and conditions
Sticky Knowledge	I can explain the difference between real and make-believe content. I can recognise that not everything online is true. I can use voice-search and search tools appropriately. I can ask questions when I am unsure about information. I can identify trusted adults who can help check information.	I can explain how connected devices collect information. I can identify examples of personal information. I can describe what consent means online. I can explain why some websites and apps ask for permission. I can make informed decisions about sharing information online.	I can explain app permissions and privacy settings. I can describe why software updates are important. I can understand terms and conditions in age-appropriate language. I can identify ways to increase privacy online. I can make informed decisions about sharing personal data.
<u>Cycle B</u> <u>Summer 2</u>	Copyright and Ownership	Managing Online Information	Managing Online Information
Objective	To understand that work belongs to its creator.	To evaluate online information and understand how digital content can influence opinions.	To critically evaluate online content, influence and bias.
Vocabulary	creator ownership copyright original copy	fact opinion belief fake news advertising	misinformation disinformation manipulation persuasion reliability

	permission work author save respect	influence bias bot reliable evaluate	validity evidence bias source credibility
Sticky Knowledge	I can explain that work I create belongs to me. I can recognise that other people's work belongs to them. I can save and name my work appropriately. I can explain why copying without permission is unfair. I can respect ownership of digital content.	I can explain what fake news is. I can identify facts, opinions and beliefs. I can explain how advertising can influence decisions. I can recognise that bots and automated technologies exist online. I can use questioning skills to judge whether information is reliable.	I can explain how influencers, advertisers and organisations shape online content. I can identify manipulation, persuasion and targeting techniques. I can distinguish between facts, opinions, misinformation and disinformation. I can assess the reliability and validity of online information. I can justify whether a source is trustworthy using evidence.