

	YEARLY OVERVIEW						E-SAFETY OBJECTIVES
<b>Year 1</b>	<b>Unit 1.1</b> <b>We are treasure hunters</b> Programmable toys and hunting for treasure -Beebots -Bee-bot app	<b>Unit 1.2</b> <b>We are TV chefs</b> Creating a cookery show -iPad -iMovie	<b>Unit 1.3</b> <b>We are painters</b> Illustrating traditional tales creating an eBook -PC -Microsoft Paint -Microsoft Word/PowerPoint	<b>Unit 1.4</b> <b>We are collectors</b> Searching the web for pictures of animals Creating simple sorting/ binary -PC	<b>Unit 1.5</b> <b>We are storytellers</b> Create a talking book -Audacity -PC -iPad -Book Creator -Comic Life	<b>Unit 1.6</b> <b>We are celebrating</b> Uploading final pieces of work to the school website -PC	Know where to go for help/support when they have concerns about content/contact on internet  <a href="https://www.thinkuknow.co.uk/5-7/">https://www.thinkuknow.co.uk/5-7/</a> <a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a> <a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a> <a href="https://digital-literacy.org.uk/curriculum-overview/fs-year1/fs-year1-sol-11.aspx/">https://digital-literacy.org.uk/curriculum-overview/fs-year1/fs-year1-sol-11.aspx/</a>
Begin to develop an understanding of algorithms							
Begin to understand that programs work by following instructions							
Create simple programs and begin to debug them							
Develop reasoning to predict the behaviour of simple programs							
Begin to recognise common uses of information technology beyond school							
Develop an understanding of how to use technology safely							
<b>Know where to go for help/support when they have concerns about content/contact on internet</b>							
Use technology to create, store and retrieve digital content							
<b>Year 2</b>	<b>Unit 2.1</b> <b>We are astronauts</b> <a href="https://scratch.mit.edu/studios/306100/">https://scratch.mit.edu/studios/306100/</a> Link to Year 1 treasure hunters – programming and coding	<b>Unit 2.2</b> <b>We are games testers</b> <a href="https://education.minecraft.net/">https://education.minecraft.net/</a> <a href="https://scratch.mit.edu/studios/306100/">https://scratch.mit.edu/studios/306100/</a>	<b>Unit 2.3</b> <b>We are photographers</b> Taking and editing photos linked to mini-mission -iPads -Picasa -iPhoto	<b>Unit 2.4</b> <b>We are researchers</b> Creating an online blog to link to mini-mission -PC -PowerPoint - PrimaryICT.com <a href="https://blog.symbaloo.com/w/hat-is-symbaloo/">https://blog.symbaloo.com/w/hat-is-symbaloo/</a>	<b>Unit 2.5</b> <b>We are detectives</b> -class emails -PC -Excel -2Email software  Lots of resources on TES for all units	<b>Unit 2.6</b> <b>We are zoologists</b> -cameras -iPads -Google Earth -PowerPoint	Identify where to go for help/support when concerned about content/contact on internet/other online technologies  <a href="https://www.thinkuknow.co.uk/5-7/">https://www.thinkuknow.co.uk/5-7/</a> <a href="https://www.childnet.com/resources/smartie-the-penguin">https://www.childnet.com/resources/smartie-the-penguin</a> <a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a>
Understand what algorithms are							
Understand how algorithms are implemented as programs on digital devices							
Understand that programs execute by following precise and unambiguous instructions							
Use logical reasoning to predict the behaviour of simple programs							
Create and debug simple programs							
Recognise common uses of information technology beyond school							
Use technology safely and respectfully, keeping personal information private							
<b>Identify where to go for help/support when concerned about content/contact on internet/other online technologies</b>							
Use technology purposefully to create, store, retrieve, organise and manipulate digital content							
<b>Year 3</b>	<b>Unit 3.1</b> <b>We are programmers</b> Create an open-ended animation in Scratch	<b>Unit 3.2</b> <b>We are bug fixers</b> Debugging programmes -PC -Scratch	<b>Unit 3.3</b> <b>We are presenters</b> Creating videos/ presenting relating to current topic	<b>Unit 3.4</b> <b>We are network engineers</b> Understanding networks in school	<b>Unit 3.5</b> <b>We are communicators</b> Communicating online -Skype	<b>Unit 3.6</b> <b>We are opinion pollsters</b> -Google Apps -Microsoft InfoPath	Use technology safely, respectfully and responsibly  Recognise acceptable/unacceptable behaviour Identify ways to report
Start to use reasoning to understand how algorithms work							
Detect errors in algorithms and programs							
Begin to solve problems by decomposing them into smaller parts							

Start to use sequence and selection in programs	-PC -Scratch		-PC -iPad -iMovie	-PC -PowerPoint		-Excel -PowerPoint	<p>concerns about content and contact</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a></p> <p><a href="https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430">https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430</a></p> <p><a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a></p>
Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems							
Begin to work with various forms of input/output							
Show emerging understanding of computer networks including the internet/ how they provide multiple services such as the World Wide Web							
Begin to recognise the opportunities computer networks offer for communication							
<b>Use technology safely, respectfully and responsibly</b>							
<b>Recognise acceptable/unacceptable behaviour</b>							
<b>Identify ways to report concerns about content and contact</b>							
Use some search technologies effectively and appreciate how results are selected							
Begin to be able to ask and answer questions on the reliability of digital content							
Begin to use a variety of software on digital devices							
<b>Year 4</b>	<b>Unit 4.1</b> <b>We are software developers</b> Develop a simple educational game	<b>Unit 4.2</b> <b>We are toy designers</b> Prototyping an interactive toy	<b>Unit 4.3</b> <b>We are musicians</b> Producing digital music	<b>Unit 4.4</b> <b>We are HTML editors</b> Editing and writing HTML	<b>Unit 4.5</b> <b>We are co-authors</b> Producing a WIKI	<b>Unit 4.6</b> <b>We are meteorologists</b> Presenting the weather	<p>Identify ways to report concerns about content and contact</p> <p>Use technology safely, respectfully and responsibly</p> <p>Recognise acceptable/unacceptable behaviour</p> <p><a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a></p> <p><a href="https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430">https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430</a></p> <p><a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a></p>
Use logical reasoning to understand how algorithms work							
Detect and correct errors in algorithms and programs							
Start to use sequence, selection and repetition in programs							
Write and debug programs that accomplish specific goals, including controlling or simulating physical systems							
Begin to solve problems by decomposing them into smaller parts							
Work with variables and various forms of input/output							
Understand computer networks including the internet and how they provide multiple services such as the World Wide Web							
Recognise the opportunities computer networks offer for communication and collaboration							
<b>Use technology safely, respectfully and responsibly</b>							
<b>Recognise acceptable/unacceptable behaviour</b>							
<b>Identify ways to report concerns about content and contact</b>							
Use some search technologies effectively and							

appreciate how results are selected and ranked							
Evaluate the reliability of digital content							
Select and use a variety of software on digital devices							
<b>Year 5</b>	<b>Unit 5.1</b> <b>We are game developers</b> Developing an interactive game	<b>Unit 5.2</b> <b>We are cryptographers</b> Cracking codes	<b>Unit 5.3</b> <b>We are artists</b> Fusing geometry and art	<b>Unit 5.4</b> <b>We are web developers</b> Creating a web page about cyber safety	<b>Unit 5.5</b> <b>We are bloggers</b> Sharing experiences and opinions	<b>Unit 5.6</b> <b>We are architects</b> Creating a virtual space	Identify ways to report concerns about content and contact  Recognise acceptable/unacceptable behaviour  <a href="https://www.thinkuknow.co.uk/8-10/">https://www.thinkuknow.co.uk/8-10/</a>  <a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a>  <a href="https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430">https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430</a>  <a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a>
Write and debug programs that accomplish specific goals, including controlling or simulating physical systems							
Solve problems by decomposing them into smaller parts							
Start to use sequence, selection and repetition in programs							
Work with variables and various forms of input/output							
Use logical reasoning to understand how algorithms work							
Detect and correct errors in algorithms and programs							
Understand computer networks including the internet and how they provide multiple services such as the World Wide Web							
Recognise the opportunities computer networks offer for communication and collaboration							
<b>Recognise acceptable/unacceptable behaviour</b>							
<b>Identify ways to report concerns about content and contact</b>							
Use a wide range of search technologies effectively and appreciate how results are selected and ranked							
Evaluate the reliability of digital content							
Select and use a variety of software on digital devices to design and create programs							
<b>Year 6</b>	<b>Unit 6.1</b> <b>We are adventure gamers</b> Making a text-based adventure game	<b>Unit 6.2</b> <b>We are computational thinkers</b> Mastering algorithms	<b>Unit 6.3</b> <b>We are advertisers</b> Creating a short television advert	<b>Unit 6.4</b> <b>We are network engineers</b> Exploring computer networks	<b>Unit 6.5</b> <b>We are publishers</b> Creating a year book	<b>Unit 6.6</b> <b>We are travel writers</b> Using media and mapping to document a trip	Use technology safely, respectfully and responsibly  Identify a range of ways to report concerns about content and contact  Recognise acceptable/unacceptable behaviour  <a href="https://www.thinkuknow.co.uk/8-10/">https://www.thinkuknow.co.uk/8-10/</a>  <a href="https://www.saferinternet.org.uk">https://www.saferinternet.org.uk</a>
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems							
Solve problems by decomposing them into smaller parts							
Use sequence, selection and repetition in programs							
Work with a wide range of variables and various forms of input/output							
Use logical reasoning to understand how algorithms work							
Detect and correct errors in algorithms and programs							
Understand computer networks including the internet and how they provide multiple services such as the							

World Wide Web								<a href="https://advice-centre/young-people/resources-3-11s">k/advice-centre/young-people/resources-3-11s</a>
Recognise the opportunities computer networks offer for communication and collaboration								<a href="https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430">https://www.hamilton-trust.org.uk/browse/theme/upper-key-stage-2/e-safety-and-digital-citizenship/115430</a>
<b>Recognise acceptable/unacceptable behaviour</b>								<a href="https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a>
<b>Identify a range of ways to report concerns about content and contact</b>								
<b>Use technology safely, respectfully and responsibly</b>								
Use a wide range of search technologies effectively and appreciate how results are selected and ranked								
Be discerning in evaluating the reliability of digital content								
Select, use and combine a variety of software on a range of digital devices								