



Computing Curriculum Overview Whole School

	Autumn 1 (IT)	Autumn 2 (CS)	Spring 1 (CS)	Spring 2 (IT)	Summer 1 (IT/CS)	Summer 2 (IT/DL)
	Digital Literacy is built in and threads through all of the lessons taught – using technology safely; being efficient users of technology					
EYFS	Pupils engage in whole school internet safety and have access to digital devices within continuous provision and when appropriate to enhance learning.					
Year 1	Information Technology: Look What I Can Do (EYFS UNIT)	Computer Science: I Am A Computer Scientist (EYFS UNIT)	Information Technology: Basic Skills	Computer Science: Understanding & Building A Basic Algorithm	Computer Science: Programming, Coding & Robotics	Information Technology: Digital Painting & Producing Digital Media
Year 2	Information Technology: What is a computer?	Computer Science: Coding Algorithms	Computer Science: Coding with Scratch Jr	Information Technology: Data Collection & Representation	Information Technology: Modifying Text & Images	Digital Literacy: Staying Safe Online
Year 3	Information Technology: Online Communication	Computer Science: Introduction To Scratch	Computer Science: Prediction & Debugging	Information Technology: Altering Media	Computer Science: Inside A Computer	Information Technology: Making Digital Music
Year 4	Information Technology: Smarter Searching & Online Safety	Computer Science: Repetitions & Loops in Scratch	Computer Science: Designing A Game in Scratch	Information Technology: Making A Special Effects Movie	Computer Science: Branching Databases	Information Technology: Pixel Art
Year 5	Information Technology: Create & Search Databases	Computer Science: Variables	Computer Science: Coding With Microbits	Information Technology: Stop Motion Animation	Computer Science: The Internet & World Wide Web	Information Technology/ Digital Literacy: 3D Modelling
Year 6	Information Technology: Creating Formula	Computer Science: Introduction To Python	Computer Science: Programming A Game	Information Technology: Creating A Podcast	Information Technology: Creating A Website	Information Technology/Digital Literacy: Social Media & Online Gaming



e-Safety Curriculum Overview Whole School

	Autumn 1 Privacy and Security	Autumn 2 Online Bullying	Spring 1 Online Reputation	Spring 2 Online Relationships	Summer 1 Self-Image and Identity	Summer 2 Health, Well-being and Lifestyle
	The MGL curriculum supports and includes e-safety content, but we supplement this with e-safety content from ProjectEVOLVE.					
EYFS	EYFS e-safety learning is supported by Childnet's Smartie the Penguin learning stories that teach fundamental internet safety.					
Year 1	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can describe ways that some people can be unkind online.	I can identify ways that I can put information on the internet.	I can recognise some ways in which the internet can be used to communicate.	I can recognise that there may be people online who could make me feel sad, embarrassed or upset.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology
Year 2	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can describe how to behave online in ways that do not upset others and can give examples.	I can describe what information I should not put online without asking a trusted adult first.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	I can explain how other people may look and act differently online and offline.	I can give some simple examples of rules that help keep us safe and healthy in and beyond the home when using technology.
Year 3	I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.	I can describe appropriate ways to behave towards other people online and why this is important.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal.	I can explain what it means to 'know someone' online and why this might be different from knowing someone offline	I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online.	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.
Year 4	I can describe strategies for keeping personal information private, depending on context.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can explain who someone can ask if they are unsure about putting something online.	I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	I can explain how my online identity can be different to my offline identity. I can describe positive ways for someone to interact with others online.	I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.
Year 5	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).	I can explain how identity online can be copied, modified or altered.	I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.
Year 6	I know what the digital age of consent is and the impact this has on online services asking for consent.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences.	I can explain the ways in which anyone can develop a positive online reputation.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).