



St Hubert's RC Primary School



Long-term plan: Computing (Cycle A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Owl Class	Computing systems and networks 1: Using a computer (EYFS) Continuous Provision: Keyboard, computer and mouse. Kitchen electricals in role-play.	Programming 1: Algorithms unplugged (Yr1) Continuous Provision: Toys with gears, levers, pulls, knobs and handles and interactive whiteboard.	Programming 2: Programming Bee-Bots (EYFS) Continuous Provision: Bee-Bot, Torch, alarm clock and microphone.	Creating media: Digital imagery (Yr1) Continuous Provision: Use of Camera's and Ipad's to take photographs.	Data handling: Introduction to data (Yr1) Continuous Provision: Weighing scales and clocks through maths area.	Skills showcase: Rocket to the moon (Yr1) Continuous Provision:
Prior knowledge	Turning on and off the computer and using a mouse.	Following simple instructions e.g., getting dressed.	Programming 1 Unplugged (Au2)	Taking pictures in continuous provision.	Introduction to data in maths.	Computing systems and networks 1: Using a computer (Au1)
Future knowledge	Computing systems and networks 1: What is a computer? (Yr1)	Programming 2: Bee-Bot (Yr1)	Programming 2: Bee-Bot (Yr1)	Stop motion – Option 1: Using tablets (Yr2)	Data Handling: International Space Station (Yr2)	Programming 2: MakeCode (Yr2)
Knowledge (new learning/key learning)	Recognising and identifying familiar letters and numbers on a keyboard. Developing basic mouse skills such as moving and clicking.	An algorithm is when instructions are put in an exact order. Decomposition means breaking a problem into manageable chunks, which is important in computing. Errors in an algorithm are called bugs and fixing these is called debugging.	To understand that it is important for instructions to be in the right order. To know that you can program a Bee-Bot with some simple commands. To understand that debugging means how to fix some simple programming errors.	Holding a camera or device still and considering angles and light are important to taking good pictures. Photographs can be edited, cropped and filtered. How to search safely for images online.	Charts and pictograms can be created using a computer. A branching database is a way of classifying a group of objects. Computers understand different types of input.	When we create something on a computer it can be more easily saved and shared than a paper version. Some of the simple graphic design features of a piece of online software. A spreadsheet is an electronic table for sorting data.

			To understand that an algorithm is a set of clear and precise instructions.			
Skills	To understand what a computer keyboard is and recognise letters and numbers. To click and drag a mouse. To log in and out of a computer. To know technology can be found all around school.	To recognising that some devices are input devices and others are output devices. To learn that decomposition means breaking a problem down into smaller parts. To use decomposition to solve unplugged challenges.	Have knowledge of sequences, instructions and algorithms in everyday play and when working on a computer. Use knowledge of arrows and direction when using a computer, programming a Bee-Bot in play or following instructions.	To learn how to explore and tinker with hardware to find out how it works. To take and edit photographs. To develop an understanding of different software tools. To search and download images from the internet safely.	To understand that technology can be used to represent data in different ways, such as pictograms, tables, pie charts, bar charts and block graphs. To use data representations to answer questions about data. To use software to explore and create pictograms and branching databases.	I can assemble instructions into a simple algorithm. To understand that technology can be used to represent data in different ways, such as pictograms, tables, pie charts, bar charts, and block graphs. To develop an understanding of different software tools.
Vocabulary	Computer Keyboard Log in Log out Mouse Clicking Dragging Paint tool	algorithm artificial intelligence bug debug decompose directions input instructions order output problem virtual assistant	Instructions Right Left Arrow Circle Direction Turn Straight on Directions Program Algorithms Sequence Debug	background blurred crop device download edit filter import online resize search engine sequence software storage space visual effects	bar chart block graph branching database categorise chart compare data collection data record data representation line graph pictogram pie chart table tally	algorithm cells components data debug distance evaluate input instructions program save sequence spreadsheet
Online Safety	<u>Self-Image and Identity</u>	<u>Online Relationships</u> I can give examples of when I should ask	<u>Online Reputation</u> I can describe what information I should	<u>Managing Online Information</u>	<u>Privacy and Security</u> I can recognise more detailed examples of	<u>Copyright and Ownership</u>

	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. (Yr1)	permission to do something online and explain why this is important. (Yr1)	not put online without asking a trusted adult first. (Yr1)	I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. (Yr1)	information that is personal to someone (e.g where someone lives and goes to school, family names). (Yr1)	I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). (Yr1)
Cross-Curricular links	RSE: Online Safety Art: Painting English: Reading and identifying letters.	English: Writing – composition, Spoken language Maths: properties of shapes, position and direction Geography: Geographical skills and fieldwork	Maths: counting and matching number symbols to its cardinal value.	English: Reading – comprehension RSE: Online safety Art and design	Maths: Number – number and place value, Statistics	DT: Design, Make, Evaluate, Technical knowledge Maths: Measurement, Statistics English: Writing – composition, Reading – comprehension History Science: Everyday materials

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hawk Class	Programming 2: Programming Bee-Bots	Computing Creating media: Digital imagery	Data handling: Introduction to data	Stop motion – Option 1: Using tablets	Data handling: International Space Station	Option 1: *New* Programming 2: MakeCode
Prior knowledge	Programming 1: Algorithms Unplugged (Cycle A)	Computing systems and networks 2: Exploring hardware (EYFS)	Data handling: Introduction to data (EYFS)	Computing Creating media: Digital imagery (Au2)	Data handling: Introduction to data (EYFS)	Programming 2: Programming Bee-Bots (Au1)
Future knowledge	Programming 1: Algorithms and Debugging (Yr1)	Stop motion- Option 1: Using tablets (Sp2)	Data Handling: International Space Station (Su1)	Video trailers- Option 2: using iPads (Yr3)	Data Handling: Comparison cards database (Yr3)	Programming 1: Scratch (Yr3) New

Knowledge (new learning/key learning)	Give robots instructions to follow and that they will carry out these instructions. To know algorithms must give every step of a task. Errors can result in sequencing issues, unclear instructions or missing steps.	Holding a camera or devise still and considering angles and light are important to taking good pictures. Photos can be edited, cropped and filtered. How to search safely for images online.	Charts and pictograms can be created using a computer. A branching database is a way of classifying a group of objects. Computers understand different types of input.	To understand that an animation is made up of a sequence of photos. To know that small changes in my frames will create a smoother looking animation. To understand what software creates simple animations and some of its features.	Simple data can be entered into a spreadsheet. What steps are needed to create an algorithm. What data to use to answer certain questions. Computers can be used to monitor supplies.	That programming a computer or device involves giving it instructions. An algorithm becomes a program when it is coded. That a person can program a device by giving it an algorithm to follow. That an error in a program is known as a bug and fixing this is known as debugging.
Skills	To recognise robots are programmed by humans. To write clear, sequences algorithms. To change instructions or algorithms into code that a robot understands. To begin to identify errors in algorithms. To make suggestions for how to fix errors in algorithms.	To explore tinker and hardware to find out how things work. To develop control and use skills of basic tools. To search and download images from the internet safely. To take and edit photos. To search for images safely.	To explore and tinker with hardware. To recognise some devices are input devices and some are output devices. I can locate keys on a keyboard and develop control of the mouse. To recognise devices are connected to the internet. To understand that technology can be used to represent data in different ways.	To use greater control when taking photos with cameras, tablets or computers. To use logical thinking to explore software, predicting, testing and explaining what it does.	To develop confidence with the keyboard and the basics of touch typing. To create and label pictures. To collect and input data into a spreadsheet. To interpret data from a spreadsheet. To know how computers are used in the world.	To recognise buttons, cause effects and technology follows instructions. To create a clear and precise algorithm. To incorporate loops within algorithms. To use logical thinking to explore software,
Vocabulary	Command Error Instructions	Crop Device Download	Bar chart Branching database Categorise	Animation Background Decompose	algorithm column data	Algorithm Block coding Bug

	Program Algorithm	Edit Filter Blurred Digital camera Drag and drop Editing software Import Resize Search engine Software Storage space Visual effects	Data collection Data record Data representation Keyboard Mouse Information Resize Sort Label Pictogram Line graph Pie chart	Digital device Drawing Flipbook Frames Moving objects Onion skinning Plan Still images	digital content Goldilocks Zone Interactive map Input Monitor Row Spreadsheet	Debug Evaluate Micro:bit MakeCode Program Programming Sequence
Online Safety	<u>Self-Image and Identity</u> I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. (Yr1)	<u>Online Relationships</u> I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). (Yr2)	<u>Online Reputation</u> I can identify ways that I can put information on the internet. (Yr1)	<u>Managing Online Information</u> I can explain what voice activated searching is and how it might be used, and know it is not a real person. (Yr2)	<u>Privacy and Security</u> I can explain how passwords are used to protect information, accounts and devices. (Yr1)	<u>Copyright and Ownership</u> I can recognise that content on the internet may belong to other people. (Yr2)
Cross-Curricular links	English: Spoken Language British Values: Mutual Respect Maths: Geometry-Position and direction	English: Reading-Comprehension RSE: Online Safety Art and Design	Maths: Number, place value and statistics	Art and design	Science: Animals, including humans; living things and their habitats Maths: Measurements	English: spoken language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Red Kite Class	Computing systems and networks: Networks (Yr3)	Programming 1: Scratch (Yr3) New	Computing systems and networks 2: Emailing (Microsoft or Google) (Yr3)	Computing systems and networks 3: Journey inside a computer (Yr3)	Video trailers: iPad or other (Yr3)	Data handling: Comparison cards database (Yr3)
Prior knowledge	Computing systems and networks 1: What is a computer? (Yr2)	Option 1: *New* Programming 2: MakeCode (Yr2)	Computing systems and networks 2: Word processing (Yr2)	Computing systems and networks 1: What is a computer? (Yr2)	Stop motion – Option 1: Using tablets (Yr2)	Data handling: International Space Station (Yr2)
Future knowledge	Computing systems and networks 2: Emailing (Sp1)	Programming 1: Further coding with Scratch (Yr4)	Computing systems and networks: Collaborative learning (Yr4)	Computing systems and networks: Collaborative learning (Yr4)	Creating media: Website design (Yr4)	Data handling: Investigating weather (Yr4)
Knowledge (new learning/key learning)	To understand that a network is a group of interconnected devices. To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices). To know that a server is central to a network and responds to requests made. To know that the internet connects all the networks around the world.	To understand that decomposition is the process of breaking down a task or problem into smaller parts. To break down a problem into smaller parts makes it easier to solve.	To understand that email stands for 'electronic mail.' To know that an attachment is an extra file added to an email. To understand that emails should contain appropriate and respectful content. To know that cyberbullying is bullying using electronics such as a computer or phone.	To know the roles that inputs and outputs play on computers. To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together. To know what a tablet is and how it is different from a laptop/desktop computer.	To know that different types of camera shots can make my photos or videos look more effective. To know that I can edit photos and videos using film editing software. To understand that I can add transitions and text to my video.	To understand that a database is a collection of data stored in a logical, structured and orderly manner. To recognise a computer database can be useful for sorting and filtering data. To recognise different visual representations of data can be made on a computer.
Skills	Learning about the purpose of routers.	Tinkering with an existing text-based	Learning to log in and out of an email account.	Understanding what the different components of a	Using logical thinking to explore more complex software; predicting,	Using logical thinking to explore more complex software, predicting, testing

	Understanding the role of the key components of a network. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Identifying the key components within a network, including whether they are wired or wireless.	code to see how it affects a program. Remixing code to alter and add to an existing program. Recognising the relationship between what is happening in a program and the written (block) code. Working backwards, beginning to identify the code they think a program uses. Running small chunks of code at a time to find the error or bug.	Writing an email including a subject, 'to' and 'from'. Sending an email with an attachment. Replying to an email. Understanding the purpose of emails. Learning that not all emails are genuine, recognising when an email might be fake and what to do about it	computer do and how they work together. Drawing comparisons across different types of computers. Using decomposition to explain the parts of a laptop computer. Explaining the purpose of an algorithm.	testing and explaining what it does. Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music and text on screen with transitions.	and explaining what it does. Understanding the vocabulary associated with databases: field, record and data. Learning about the pros and cons of digital versus paper databases. Sorting and filtering databases to quickly retrieve information. Creating and interpreting charts and graphs to understand data.
Vocabulary	device file internet network network switch packet data router server the cloud user wi-fi wired wireless wireless access point	Loop Scratch Algorithm Debug Instruction Program	bcc (blind carbon copy) cc (carbon copy) domain email account email address inbox personal information positive language responsible digital citizen scammer spam email subject bar username virus	algorithm assemble CPU (central processing unit) desktop disassemble GPU (graphics processing unit) hard drive HDD (hard disk drive) infinite loop photocopier program QR Code RAM (random access memory) ROM (read only memory)	application camera angle clip cross dissolve edit film editing software graphics import key events recording slide sound effects storyboard time code trailer transition voiceover wipe	category chart data database field filter graph information interpret questionnaire record representation sort spreadsheet

Online Safety	<u>Self-Image and Identity</u> I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why. (Yr3)	<u>Online Relationships</u> I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. (Yr3)	<u>Online Reputation</u> I can explain who someone can ask if they are unsure about putting something online. (Yr3)	<u>Managing Online Information</u> I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). (Yr3)	<u>Privacy and Security</u> 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. (Yr3)	<u>Copyright and Ownership</u> I can explain why copying someone else's work from the internet without permission isn't fair and can explain why this might cause. (Yr3)
Cross-Curricular links	English: Spoken language	English: Spoken language; Writing – composition.	English: Writing – composition RSE: Online relationships	English: Spoken language Design and technology	English: Reading – comprehension Writing – composition	Maths: Number and place value, Statistics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buzzard Class	Computing systems and networks: Search Engines YR 5	Programming 2: Micro:bit YR5	Skills showcase: HTML YR4	Programming 2: Computational Thinking YR4 NEW	Data handling: Mars Rover 1 YR 5	Skills showcase 2: Mars Rover 2 YR5
Prior knowledge	Google: Computing Systems and networks: collaborative learning (Yr4)	Programming 1: Music (Cycle A)	Google: Creating media: Website design (Cycle A)	Programming 1: Algorithms and debugging (Yr2)	Data handling: investigating weather (Yr4)	Programming 1: Further coding with Scratch (Sp1)
Future knowledge	Computing systems and networks: Collaborative learning (Cycle A)	Programming: Intro to Python (Yr6)	Programming 2: Micro:bit (Yr5)	Programming 1: Music (Cycle A)	Skills showcase: Mars Rover 2 (Yr5)	Programming 2: micro:bit (Yr5)
Knowledge (new learning/key learning)	To know how search engines work.	To know code sometimes needs to	To know and identify examples of HTML tags.	To know that a website is a collection of pages that are all connected.	To know Mars Rover is a motor vehicle that collects data from space.	Decomposition is the process of breaking down a task or problem into smaller

	To know anyone can create a website. To know web crawlers are computer programs that crawl through the internet. To know what copyright is.	be downloaded onto a physical system. To know devices with sensors are often programmed to perform specific tasks in reaction to input sensors. To know running a program identifies errors and errors can be a result of forgetting to end the loop.	To know copyright means images are protected. To know what changing the HTML does to alter the appearance of an object on the web.	To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks. To know that websites should be informative and interactive.	To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To know RAM is Random Access Memory and acts as the working memory of the computer.	parts to solve a problem. Loops save time in code by reducing repetition. A variable is a container or holder for storing information that can change.
Skills	To develop searching skills to help find relevant information on the internet. To learn how to use a search engine effectively. To learn about different forms of communication that have developed with the use of technology, To recognise that information on the internet might not be true or correct.	To recognise examples of programming elements in real-life applications. To plan a program to be downloaded to a physical system/device to solve a problem. To decompose a program when given a specific outcome. To use loops. To explain the inputs and outputs.	To explore the HTML on a webpage. To remix existing code. To translate, alter and identify HTMLs. To replace images on a web page. To recognise information on the internet might be true and to identify some sources are more trustworthy than others.	Building a web page and creating content for it. Designing and creating a webpage for a given purpose. Using software to work collaboratively with others.	To learn a separate computer can program external devices. To recognise how the size of RAM affects the processing of data. To recognise computers, transfer data in binary and understanding simple binary addition. Relating binary signals to the simple character-based language, ASCII.	To use logic, pattern recognition and decomposition to solve problems. To remix code and alter existing programs. To create loops and use variables in block-based programming languages to make programs more interactive. To recognise the relationship between code and programming.
Vocabulary	Algorithm Copyright Credit Fake news	Conditional statement Condition (LKS2) Variable (LKS2)	Code Copyright End tag Hacker	embed features Google Sites hobby	8-bit binary ASCII Boolean Binary code	Abstraction Algorithm Debug

	Inaccurate Index Keywords Online Page rank Search engine TASK Web crawler Website www		HTML Internet browser CSS HTML tags Start tag Unplugged URL Web page element	homepage hyperlinks insert published record subpage tab theme web page website world wide web	Byte Data transmission Decimal numbers Discovery Hexadecimal Numerical data RAM Simulation Radio signal	Computational thinking Decomposition Pattern recognition Remixing Unplugged Logical Algorithm design Effectiveness
Online Safety	<u>Self-Image and Identity</u> Project Evolve I can explain how identity online can be copied, modified or altered (Year 5)	<u>Online Relationships</u> Project Evolve I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). (Year 4)	<u>Online Reputation</u> Project Evolve I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect. (Year 5)	<u>Online Bullying</u> Project Evolve I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). (Year 4)	<u>Managing Online Information</u> Project Evolve I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. (Year 5)	<u>Privacy and Security</u> Project Evolve I can describe strategies for keeping personal information private, depending on context. (Year 4)
Cross Curricular Links	RSE: Online relationships – online shared data, friendships and the risk of strangers English: Spoken language	English: spoken language Maths: Measurement Science: Working scientifically	RSE: Online relationships – online shared data, friendships and the risk of strangers English: writing	RSE: Online Relationships – keeping safe, recognise risks and how to report. How information and data is shared and used online. English: Reading – comprehension	Maths- convert between different units of metric measure. Science- Earth and space.	English: Spoken Language Design and Technology: Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Eagle Class	Data handling: Big Data 1 YR6	Stop Motion: Animation (stop motion studio or cameras) (Yr5)	Programming: Introduction to Python YR6	Computing systems and networks: Bletchy park and history of computing YR 6	Data handling: Mars Rover 1 YR 5	Data information: introduction to spreadsheets (TeachComp)
Prior knowledge	Data handling: Mars Rover 1 (YR5)	Stop motion – Option 1: Using tablets (Yr2)	Programming 2: Micro:bit (Yr5)	Computing systems and networks: Search engines (Yr5)	Data handling: investigating weather (Yr4)	Data handling: Big Data 1 YR6
Future knowledge	Data handling: Big Data 2 (Cycle A)	Skills showcase: Inventing a product (Yr6)	Skills showcase: Inventing a product (Yr6)	Programming: Intro to Python (Yr6)	Data handling: Big Data 1 (Yr6)	Data handling: Big Data 2 (Cycle A)
Knowledge (new learning/key learning)	To know data contained within barcodes and QR codes can be used by computers, To know infrared waves are a way of transmitting data. To know Radio Frequency Identification (RFID) is a more private way of transmitting data.	To recognise decomposition of an idea is important when creating stop-motion animations. To understand that stop-motion animation is filmed one frame at a time using models and with tiny changes between each photograph. To recognise editing is an important feature of making and improving a stop-motion animation.	To know that there are text-based programming languages such as Logo and Python. To know that nested loops are loops inside of loops. To understand the use of random numbers and remix Python code.	To know the importance of having a secure password. To know some of the historical figures that contributed to technological advances. To know sound clips can be recorded using sound recording software and that these sound clips can be edited and trimmed.	To know Mars Rover is a motor vehicle that collects data from space. To know what numbers using binary code look like and be able to identify how messages can be sent in this format. To know RAM is Random Access Memory and acts as the working memory of the computer.	To know what data is and how to read it from a spreadsheet. To understand inputs and outputs. To explain different types of data.

Skills	Understanding and identifying barcodes, QR codes and RFID. Identifying devices and applications that can scan or read barcodes, QR codes and RFID. Gathering and analysing data in real time. Creating formulas and sorting data within spreadsheets. Learning how 'big data' can be used to solve a problem or improve efficiency.	Decomposing animations into a series of images. Decomposing a story to be able to plan a program to tell a story. Using video editing software to animate	Decompose a program into an algorithm. Write complex algorithm for a purpose. Remixing existing code to explore a problem. Using and adapting nested loops and programming using language Python. Using logical thinking to explore software independently, iterating ideas and testing continuously.	Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remix existing code to explore a problem, evaluating and predicting code. Understanding how search engines work and how to use these safely and effectively.	To learn a separate computer can program external devices. To recognise how the size of RAM affects the processing of data. To recognise computers, transfer data in binary and understanding simple binary addition. Relating binary signals to the simple character-based language, ASCII.	Collect data and add to a spreadsheet. Apply appropriate format to a cell. Use a spreadsheet to answer questions. Produce a pie chart and suggest when to use a table or chart.
Vocabulary	Algorithm Boolean Chip Contactless Encrypt Proximity QR scanner Barcode Brand Commuter Infrared QR code Radio Waves RFID Signal Spreadsheet System analyst Transmission wireless	animation animator decomposition digital device evaluate flipbook fluid movement frames moving images onion skinning still images stop motion storyboard thaumatrope zoetrope	Algorithm Command Code Design Import Indentation Input Loop Output Remix	Acrostic code Audio advert Brute force hacking Caesar cipher Chip and PIN system Cipher Combination Date shift cipher Discovery Invention Nth letter cipher Pigpen cipher Technological advancement	8-bit binary ASCII Boolean Binary code Byte Data transmission Decimal numbers Discovery Hexadecimal Numerical data RAM Simulation Radio signal	Data Spreadsheets Cell Cell reference Formula Input Output operation Sigma Data item Table Collecting

Online Safety	<u>Self-Image and Identity</u> Project Evolve I can explain how identity online can be copied, modified or altered. Self-Image and Identity I can demonstrate how to make responsible choices about having an online identity, depending on context. (Year 5)	<u>Online Relationships</u> Project Evolve I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my / our fault. (Year 5)	<u>Online Reputation</u> Project Evolve I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. (Year 6)	<u>Managing Online Information</u> Project Evolve I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. (Year 5)	<u>Privacy and Security</u> Project Evolve I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). (Year 6)	<u>Copyright and Ownership</u> I can demonstrate how to make references to and acknowledge sources I have used from the internet. (Year 6)
Cross Curricular Links	Science-Light RSE: online relationships Maths: Pie charts and line charts.	Art and design: Develop techniques, including their control and their use of materials, with creativity and experimentation.	Maths-Geometric shape and position Art- improve mastery of art and design techniques.	History Maths: number and place value RSE English: writing Design and Technology	Maths- convert between different units of metric measure. Science- Earth and space.	Maths: Number and statistics