

## Term 1

| Yr | iCompute unit   | National Curriculum coverage  | Online safety objectives inc. B Internet Legends links  |
|----|---|---|---|
| 3  | <b>Computer literacy – Using laptops and iPads</b><br><b>Safety – new users &amp; passwords and privacy</b>   | <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>   | <ul style="list-style-type: none"> <li>Explain why passwords are important and that we should keep them to ourselves.</li> <li>Explain what is and isn't a secure password.</li> <li>Identify that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give this information.</li> <li>Explain that some websites have secure markings (e.g padlock symbol next to URL) that makes them more trustworthy.</li> </ul> |
|    | <b>Key Vocabulary:</b><br><br>blog<br>bold<br>bottom row keys<br>computer virus<br>CPU<br>digital footprint<br>email<br>font home row keys<br>graphics card<br>internet<br>italic<br>motherboard<br>network card<br><br>password<br>PEGI rating<br>Posture<br>RAM<br>space bar<br>underline<br>username<br>webpage<br>website         |   |   |
| 4  | <b>Computer literacy – Microsoft Excel</b><br><b>Safety – new users &amp; passwords and privacy</b>   | <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> | <ul style="list-style-type: none"> <li>Explain why passwords are important and that we should keep them to ourselves.</li> <li>Explain what is and isn't a secure password.</li> <li>Identify that some online activities require some of my personal information before I can access them but I should check with a trusted adult before I give this information.</li> <li>Explain that some websites have secure markings (e.g padlock symbol next to URL) that makes them more trustworthy.</li> </ul> |
|    | <b>Key Vocabulary:</b><br><br>advance mode<br>average<br>cells<br>charts<br>columns<br>concept map<br>cookies<br>copy and paste<br>copyright<br>delete key<br>equals tool<br><br>formula<br>formula wizard<br>move cell tool<br>phishing<br>plagiarism<br>random tool<br>rows<br>spam<br>spin tool<br>spreadsheet<br>timer<br>website |   |   |

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| <p><b>5</b></p>   | <p><b><i>Computer literacy – Microsoft PowerPoint Safety – new users &amp; passwords and privacy</i></b></p> <p><b>Key Vocabulary:</b></p> <p>audience                      screen time<br/> bibliography                    shared image reference<br/> blog                                smart rules<br/> blog page                        spam<br/> blog post                        spoof website<br/> collaborative                    computer text-based<br/> concept map icon                adventure<br/> copyright                        virus cookies<br/> identity theft<br/> malware<br/> online safety</p> | <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> | <ul style="list-style-type: none"> <li>• Explain why it is important to keep personal information private online.</li> <li>• Describe ways to keep personal information private online by using safety tools and privacy settings.</li> <li>• Describe how to find and ask for help if someone feels unsafe online.</li> </ul> |
| <p><b>6</b></p>   | <p><b><i>Computer literacy – Microsoft Publisher Safety – new user's passwords and privacy</i></b></p> <p><b>Key Vocabulary:</b></p> <p>citations                        interactive key<br/> customise                        resources<br/> encryption                        reputable<br/> evaluation frame image        screenshot<br/> instructions                        texture</p>   | <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> | <ul style="list-style-type: none"> <li>• Explain why it is important to keep personal information private online.</li> <li>• Describe ways to keep personal information private online by using safety tools and privacy settings.</li> <li>• Describe how to find and ask for help if someone feels unsafe online.</li> </ul> |
| <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Digital Ambassadors selected and trained for role</li> </ul> |  |   |  |

**Term 2:**

| Yr | iCompute unit  | National Curriculum coverage  | Online safety objectives Inc. B Internet Legends links   |
|----|--|---|--|
| 3  | <p><i>LKS2 isafe</i></p> <p><b>Key Vocabulary:</b></p> <p>accurate biased online virus<br/>           bullying personal<br/>           cybercafe private<br/>           Easter egg safe<br/>           email internet search<br/>           inaccurate search engine<br/>           internet browser SMART<br/>           keyboard and spamming<br/>           mouse speakers<br/>           monitor trust</p> | <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• Be discerning in evaluating digital content</li> </ul>  | <ul style="list-style-type: none"> <li>• Explain why I shouldn't believe everything I see or read online.</li> <li>• Explain why some online activities have age restrictions because they have content which is not appropriate.</li> <li>• Explain why age restrictions exist and how the content may be damaging to under-age consumers.</li> </ul>   |
| 4  | <p><i>iconnect</i></p> <p><b>Key Vocabulary:</b></p> <p>address book hyperlinks<br/>           attachment icon<br/>           CC internet<br/>           communicate refresh<br/>           compose report send<br/>           crawl router<br/>           data save to draft<br/>           favourite spider<br/>           formatting tab<br/>           hits world wide web</p>                             | <ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> | <ul style="list-style-type: none"> <li>• Explain why not all information on the web is reliable</li> <li>• Explain the basic steps to help distinguish between safe credible websites</li> <li>• Identify that fake websites and emails are sometimes used to get personal information, photos, money and other data.</li> <li>• Explain that an online search may show a paid for result and/or adverts.</li> <li>• Identify that there are adverts online which, if clicked on, may take me away from the page I'm looking at.</li> <li>• Infer that pop-up adverts may persuade me to buy something or download something and I know how to get rid of them.</li> <li>• Discuss that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.</li> <li>• Discuss that time spent online means less time to do other activities and that this can lead to being physically inactive.</li> </ul> |

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| <p><b>5</b></p>           | <p><i>Y5 ialgorithm</i></p> <p><b>Key Vocabulary:</b></p> <p>alert<br/>algorithm<br/>code<br/>computer simulation<br/>control<br/>cooperation<br/>co-operation<br/>command<br/>design<br/>direction<br/>direction<br/>equal to<br/>equal to</p> <p>event<br/>function<br/>greater than<br/>less than<br/>linear<br/>linear<br/>navigate<br/>navigate<br/>repeat<br/>search<br/>sequence<br/>strategy<br/>tabs</p>                                   | <ul style="list-style-type: none"> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>  | <ul style="list-style-type: none"> <li>• Use logical reasoning to enhance algorithms in some way (e.g to make a game more or less challenging)</li> <li>• Explain that computer networks, like the internet, provide lots of services and offer opportunities for communication and collaboration</li> </ul>   |
| <p><b>6</b></p>           | <p><i>iSafe via Be Internet Legends unit or age 9-11: page 62-72 (not iCompute unit)</i></p> <p><b>Key Vocabulary:</b></p> <p>Be Internet Sharp<br/>Be Internet Alert<br/>Be Internet Secure<br/>Be Internet Kind<br/>Be Internet Brave<br/>accurate appropriate<br/>biased<br/>cyber crime<br/>harassment</p> <p>illegal<br/>inaccurate<br/>inappropriate<br/>legal<br/>misleading<br/>privacy (settings)<br/>private<br/>reliability<br/>scam</p> | <ul style="list-style-type: none"> <li>• Demonstrate ways to build positive and healthy online relationships and friendships.</li> <li>• Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.</li> <li>• Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what it means to have a positive digital footprint, and why this is important.</li> <li>• Explain things someone can do to build a positive digital footprint.</li> <li>• Describe ways to critically evaluate what we see on social media.</li> <li>• Explain how social media can mislead or misrepresent reality. Identify different types of online scams people our age may experience, including 'phishing'.</li> <li>• Identify sources of support for someone who is worried about anything online.</li> <li>• Explain why it is important to keep personal information private online.</li> <li>• Describe ways to keep personal information private online by using safety tools and privacy settings.</li> <li>• Describe how to find and ask for help if someone feels unsafe online.</li> <li>• Demonstrate ways to build positive and healthy online relationships and friendships.</li> <li>• Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.</li> <li>• Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</li> </ul> |
| <p><b>Enrichment:</b></p> |   |   |  |

- Anti-bullying week – cyber-bullying (whole school)

**Term 3:**

| Yr | iCompute unit   | National Curriculum coverage   | Online safety objectives inc. B Internet Legends links  |
|----|---|--|---|
| 3  | <b>LKS2 iAlgorithm</b>  | <ul style="list-style-type: none"> <li>• Solve problems by decomposing them into smaller parts</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>  | <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>   |
|    | <b>Key Vocabulary:</b><br><br>action                      code<br>algorithm                  command<br>block                          control<br>bug                              debug/debugging<br>code                            design                            |  |   |
| 4  | <b>iProgram</b>   | <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <ul style="list-style-type: none"> <li>• Explain what a digital footprint is.</li> <li>• Describe the significance of my digital footprint and I think carefully about what I post online as it is difficult to remove.</li> <li>• Identify that people should treat others respectfully when they are online.</li> <li>• Explain what good online behaviours do and don't look like and know what to do if I see bad online behaviour.</li> </ul>  |
|    | <b>Key Vocabulary:</b><br><br>design mode                  properties<br>event                            repeat<br>if                                    selection<br>input                              timer<br>object                            variable<br>output |  |   |
| 5  | <b>Y5 iProgram</b>  | <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> |
|    | <b>Key Vocabulary:</b><br><br>amend                          false<br>boolean                        if<br>condition                      input<br>design                            loop<br>output   |  |   |

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| <p><b>6</b></p>   | <p><i>Y5 iProgram</i></p> | <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <p>Explain what it means to have a positive digital footprint, and why this is important.</p> <ul style="list-style-type: none"> <li>• Explain things someone can do to build a positive digital footprint.</li> <li>• Describe ways to critically evaluate what we see on social media.</li> <li>• Explain how social media can mislead or misrepresent reality. Identify different types of online scams people our age may experience, including 'phishing'.</li> <li>• Identify sources of support for someone who is worried about anything online.</li> <li>• Explain why it is important to keep personal information private online.</li> <li>• Describe ways to keep personal information private online by using safety tools and privacy settings.</li> <li>• Describe how to find and ask for help if someone feels unsafe online.</li> <li>• Demonstrate ways to build positive and healthy online relationships and friendships.</li> <li>• Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.</li> <li>• Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</li> </ul> |
| <p><b>Key Vocabulary:</b></p> <p>repeat                      storyboard<br/> repetition                  systematically<br/> selection                      test<br/> sense                            true<br/> sequence                      value<br/> statement                      variable</p> |                           | <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>• Safer Internet Day (whole school)</li> </ul>  |  |

**Term 4:**

| Yr           | iCompute unit  | National Curriculum coverage | Online safety objectives inc. B Internet Legends links |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
|--------------|--|------------------------------|--|-------------|--------|----------|-------|---------|----------|--------------|--------|--|---|------|----|--|------|--|---|
| 3            | <p><b><i>Y3 iProgram</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>animate</td> <td>record</td> </tr> <tr> <td>coordinates</td> <td>repeat</td> </tr> <tr> <td>degrees</td> <td>right</td> </tr> <tr> <td>down</td> <td>sequence</td> </tr> <tr> <td>if statement</td> <td>sprite</td> </tr> <tr> <td>image import</td> <td>turn</td> </tr> <tr> <td>left</td> <td>up</td> </tr> <tr> <td></td> <td>wait</td> </tr> </table> | animate                      | record   | coordinates | repeat | degrees  | right | down    | sequence | if statement | sprite | image import   | turn  | left | up |  | wait | <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> | <ul style="list-style-type: none"> <li>• Identify that some online activities have age restrictions because they have content which is not appropriate.</li> <li>• Explain why age restrictions exist and how the content may be damaging to under-age consumers.</li> <li>• Describe why some websites have secure markings (eg padlock symbol next to URL) that makes them more trustworthy.</li> </ul> |
| animate      | record   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| coordinates  | repeat   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| degrees      | right  |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| down         | sequence   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| if statement | sprite   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| image import | turn   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| left         | up   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
|              | wait   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| 4            | <p><b><i>idata</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>binary</td> <td>file</td> </tr> <tr> <td>chart Data</td> <td>off</td> </tr> <tr> <td>database</td> <td>on</td> </tr> <tr> <td>digital</td> <td>search</td> </tr> <tr> <td>field</td> <td>series</td> </tr> </table>   | binary                       | file   | chart Data  | off    | database | on    | digital | search   | field        | series | <ul style="list-style-type: none"> <li>• Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers (e.g. binary addition)</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> | <ul style="list-style-type: none"> <li>• Identify that some people or groups may mistakenly share false information (ie misinformation) or deliberately deceive (ie disinformation).</li> </ul> |      |    |  |      |  |   |
| binary       | file   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| chart Data   | off  |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| database     | on   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| digital      | search   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |
| field        | series   |                              |  |             |        |          |       |         |          |              |        |  |   |      |    |  |      |  |   |

|                 |  |   |  |
|-----------------|--|---|--|
| <p><b>5</b></p> | <p><i>iWeb</i></p> <hr/> <p><b>Key Vocabulary:</b></p> <p>copyright            instant messaging<br/> CSS                    video chat<br/> element                remix<br/> FTP                      share<br/> hacking                syntax<br/> HTML code            url</p>   | <ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>   | <ul style="list-style-type: none"> <li>• Explain that computer networks, like the internet, provide lots of services and offer opportunities for communication and collaboration</li> <li>• Create digital content and programs by combining different software and different digital devices (eg combining images and text on a word processing document, combining video, audio and images in a movie or presentation, creating an animation on Scratch with music, sound effects, text).</li> <li>• Explain that computer networks, like the internet, provide lots of services and offer opportunities for communication and collaboration.</li> <li>• Identify that we need to be aware of our digital footprint and think carefully about what we post online as it is difficult to remove, and that this could have a detrimental impact in the future (eg career).</li> <li>• Explain that online content is shared quickly online and that this can be both positive and negative.</li> </ul> |
| <p><b>6</b></p> | <p><i>Y6 iApp</i></p> <hr/> <p><b>Key Vocabulary:</b></p> <p>algorithm            event<br/> amend                event handler<br/> android               hardware<br/> apps                   interact<br/> bugs                   interface<br/> code                   iOS<br/> communication      operating system<br/> component           properties<br/> condition            pseudo-code<br/> decomposition      smartphone<br/> debug                 software<br/> design                  test</p> | <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• 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 variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Identify sources of support for someone who is worried about anything online.</i></li> <li>• <i>Explain why it is important to keep personal information private online.</i></li> <li>• <i>Describe ways to keep personal information private online by using safety tools and privacy settings.</i></li> <li>• <i>Describe how to find and ask for help if someone feels unsafe online.</i></li> <li>• <i>Demonstrate ways to build positive and healthy online relationships and friendships.</i></li> <li>• <i>Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.</i></li> <li>• <i>Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</i></li> </ul>  |



**Term 5:**

| Yr           | iCompute unit   | National Curriculum coverage  | Online safety objectives inc. B Internet Legends links   |           |              |              |            |         |         |            |            |            |                   |              |
|--------------|---|---|--|-----------|--------------|--------------|------------|---------|---------|------------|------------|------------|-------------------|--------------|
| 3            | Digital literacy/word   | <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly</li> </ul> | <ul style="list-style-type: none"> <li>Identify that an online search may show a paid for result and/or adverts.</li> <li>Explain that there are adverts online which, if clicked on, may take me away from the page I'm looking at.</li> <li>Infer that pop-up adverts may persuade me to buy something or download something and I know how to get rid of them.</li> <li>Discuss that people should treat others respectfully when they are online.</li> <li>Identify what good online behaviours do and don't look like and know what to do if I see bad online behaviour.</li> </ul>   |           |              |              |            |         |         |            |            |            |                   |              |
|              | <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>caps lock</td> <td>print screen</td> </tr> <tr> <td>control</td> <td>save</td> </tr> <tr> <td>copy</td> <td>save as</td> </tr> <tr> <td>file</td> <td>shift</td> </tr> <tr> <td>num lock</td> <td>space bar</td> </tr> <tr> <td>paste print</td> <td></td> </tr> </table>   |   |  | caps lock | print screen | control      | save       | copy    | save as | file       | shift      | num lock   | space bar         | paste print  |
| caps lock    | print screen  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| control      | save  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| copy         | save as   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| file         | shift   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| num lock     | space bar   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| paste print  |   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| 5            | <i>iSafe</i>  | <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>Be discerning in evaluating digital content</li> </ul>  | <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>Explain that some people (or fake profiles and 'bots') or groups may share false information to deliberately deceive or may mistakenly share false information (misinformation)</li> <li>Identify that fake profiles, websites and emails are sometimes used to persuade eg to get personal information, images, money and other data</li> <li>Explain why age restrictions exist and how the content may be damaging to under-age consumers.</li> </ul> |           |              |              |            |         |         |            |            |            |                   |              |
|              | <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>(il)legal</td> <td>phone</td> </tr> <tr> <td>(in)accurate</td> <td>plagiarism</td> </tr> <tr> <td>biased</td> <td>private</td> </tr> <tr> <td>cybercrime</td> <td>reputation</td> </tr> <tr> <td>harassment</td> <td>social networking</td> </tr> <tr> <td>mobile</td> <td>spam</td> </tr> <tr> <td>personal</td> <td>trust</td> </tr> </table> |   |  | (il)legal | phone        | (in)accurate | plagiarism | biased  | private | cybercrime | reputation | harassment | social networking | mobile       |
| (il)legal    | phone   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| (in)accurate | plagiarism  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| biased       | private   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| cybercrime   | reputation  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| harassment   | social networking   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| mobile       | spam  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| personal     | trust   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| 6            | <b><i>UKS2 iAlgorithm UNPLUGGED (sessions 1-4) extends from iProgram T3</i></b>   | <ul style="list-style-type: none"> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>  | <b><i>UNPLUGGED UNIT</i></b>   |           |              |              |            |         |         |            |            |            |                   |              |
|              | <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>algorithm</td> <td>linear</td> </tr> <tr> <td>co-operation</td> <td>navigate</td> </tr> <tr> <td>connect</td> <td>network</td> </tr> <tr> <td>direction</td> <td>route</td> </tr> <tr> <td>equal to</td> <td>search</td> </tr> <tr> <td>greater than</td> <td>strategy</td> </tr> <tr> <td>less than</td> <td></td> </tr> </table>              |   |  | algorithm | linear       | co-operation | navigate   | connect | network | direction  | route      | equal to   | search            | greater than |
| algorithm    | linear  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| co-operation | navigate  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| connect      | network   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| direction    | route   |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| equal to     | search  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| greater than | strategy  |   |  |           |              |              |            |         |         |            |            |            |                   |              |
| less than    |   |   |  |           |              |              |            |         |         |            |            |            |                   |              |

**Term 6:**

| Yr            | iCompute unit   | National Curriculum coverage | Online safety objectives inc. B Internet Legends links |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
|---------------|---|------------------------------|--|------------|--------------|-----------|------|-----------|----------|-----------|------------|---------------|-----------|---|--|-------|----------------|---|------|--|------|--|----------|---|---|
| 3             | <p><b><i>Digital Literacy – word</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>caps lock</td> <td>print</td> </tr> <tr> <td>control</td> <td>print screen</td> </tr> <tr> <td>copy</td> <td>save</td> </tr> <tr> <td>file</td> <td>save as</td> </tr> <tr> <td>num lock</td> <td>shift</td> </tr> <tr> <td>paste</td> <td>space bar</td> </tr> </table>   | caps lock                    | print  | control    | print screen | copy      | save | file      | save as  | num lock  | shift      | paste         | space bar | <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly</li> </ul> | <ul style="list-style-type: none"> <li>Discuss that being online offers lots of positives but that there needs to be a balance between time being spent on and offline.</li> <li>Explain that time spent online means less time to do other activities and that this can lead to being physically inactive.</li> </ul> |       |                |   |      |  |      |  |          |   |   |
| caps lock     | print   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| control       | print screen  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| copy          | save  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| file          | save as   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| num lock      | shift   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| paste         | space bar   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| 4             | <p><b><i>Digital literacy/ PowerPoint</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>animations</td> <td>text-based</td> </tr> <tr> <td>audience</td> <td>hyperlink</td> </tr> <tr> <td>blog</td> <td>file</td> </tr> <tr> <td>blog page</td> <td>review</td> </tr> <tr> <td>blog post</td> <td>save as</td> </tr> <tr> <td>collaborative</td> <td>slide</td> </tr> <tr> <td>concept map</td> <td></td> </tr> <tr> <td>icon</td> <td></td> </tr> </table>  | animations                   | text-based   | audience   | hyperlink    | blog      | file | blog page | review   | blog post | save as    | collaborative | slide     | concept map   |  | icon  |                | <ul style="list-style-type: none"> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use technology safely, respectfully and responsibly</li> </ul> |      |  |      |  |          |   |   |
| animations    | text-based  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| audience      | hyperlink   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| blog          | file  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| blog page     | review  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| blog post     | save as   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| collaborative | slide   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| concept map   |   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| icon          |   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| 5             | <p><b><i>iProgram – Unit 2</i></b></p> <p><b>Key Vocabulary:</b></p> <table border="0"> <tr> <td>amend</td> <td>objective</td> </tr> <tr> <td>conditions</td> <td>path</td> </tr> <tr> <td>iteration</td> <td>plan</td> </tr> <tr> <td>costume</td> <td>platform</td> </tr> <tr> <td>debug</td> <td>repetition</td> </tr> <tr> <td>design</td> <td>statement</td> </tr> <tr> <td>input</td> <td>storyboard</td> </tr> <tr> <td>loops</td> <td>systematically</td> </tr> <tr> <td>object</td> <td>test</td> </tr> <tr> <td></td> <td>user</td> </tr> <tr> <td></td> <td>variable</td> </tr> </table> | amend                        | objective  | conditions | path         | iteration | plan | costume   | platform | debug     | repetition | design        | statement | input   | storyboard   | loops | systematically | object  | test |  | user |  | variable | <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> | <ul style="list-style-type: none"> <li>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> |
| amend         | objective   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| conditions    | path  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| iteration     | plan  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| costume       | platform  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| debug         | repetition  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| design        | statement   |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| input         | storyboard  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| loops         | systematically  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
| object        | test  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
|               | user  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |
|               | variable  |                              |  |            |              |           |      |           |          |           |            |               |           |   |  |       |                |   |      |  |      |  |          |   |   |

|   |                        |   |   |  |
|---|------------------------|---|---|--|
| 6 | <b>Y6 iNetwork</b>     |   | <ul style="list-style-type: none"> <li>• Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> | <ul style="list-style-type: none"> <li>• Identify sources of support for someone who is worried about anything online.</li> <li>• Explain why it is important to keep personal information private online.</li> <li>• Describe ways to keep personal information private online by using safety tools and privacy settings.</li> <li>• Describe how to find and ask for help if someone feels unsafe online.</li> <li>• Demonstrate ways to build positive and healthy online relationships and friendships.</li> <li>• Describe strategies they can use to respond to hurtful online behaviour, in ways that keep them safe and healthy.</li> <li>• Identify sources of support that can help friends and peers if they are experiencing hurtful behaviour online.</li> </ul> <p>Recap from T2 through iNetwork lessons</p> |
|   | <b>Key Vocabulary:</b> | LAN<br>address network<br>algorithm packet<br>browser publish<br>checksum ranking<br>collaborate router<br>communicate search engine<br>connected search terms<br>copyright spider<br>crawling tags<br>CSS trace<br>data URL<br>devices WAN<br>HTML webpage<br>hub webserver<br>hyperlink website<br>images wired<br>index wireless<br>ISP World Wide Web |   |  |