Appendices

Topic / Scheme of Work

Strand	Y3	Y4	Y5	Y6
E-safety Tell, explain, describe, predict, verify, consider (Whole School assemblies: Start of Year – SMART Safer Internet Day – theme for year) Digital Leader assembly	Be knowledgeable about the school e-safety rules Know what to do when inappropriate material appears on the screen • Explain that passwords are used to log in to resources on the web and why these should be kept private • Understand there is an accepted behaviour when communicating in the real or virtual world Understand that images can be shared and viewed online and consider the privacy of themselves and others Know data is collected and used in the world around them, and understand the need for keeping personal data safe	• Know what to do when inappropriate material appears on the screen and think about the implications at home • Demonstrate an understanding of the rules and possible implications of e-safety when collaborating on projects Know that personal data is stored on systems; understand the need to be accurate and keep it private Consolidate the school's e-safety rules Discuss privacy in terms of using and sharing digital images Know that personal data is stored on systems; understand the need to be accurate and keep it private •	Use technology safely, respectfully and responsibly. Be knowledgeable about the school's e-safety policy and reflect on its relevance to access to home and mobile devices Understand ways of preventing and responding to cyberbullying Understand the importance of privacy when online and that certain information should not be publicly available Know that there are risks when accessing resources on the Internet • Understand that personal data is collected by others for a variety of purposes	Use technology safely, respectfully and responsibly. Understand the responsibility of publishing on the Internet in terms of personal safety, appropriateness and relevance of content Follow the schools e-safety policy and help younger pupils to do so. Be aware of the e-safety rules when working from home and on mobile devices Understand the need for a positive online profile in order to be a responsible member of a connected community Be confident in all aspects of the school's e-safety rules Understand the difference between sensitive and non-sensitive personal data. Understand the need for data to

			and it needs to be accurate and secure Relationships and tech	be accurate and secure.
<u>Communication</u> Share, select, design, create, Illustrate,	Wordprocessing skills Crowthorne Powerpoint	Multimedia Presentation – Ufton Court Iron Man animation (ipads and imotion)	Collaborative documents Hyperlinks Animation – Space Using Ipads to record and edit news reports	Word processing – newspaper reports Instructions Maths Whizz
<u>Exploration</u> Research, identify, find evaluate, compare, verify	Research stone age- iron age / Egyptians data handling - database	Research Roman roads Digi maps Introduction to Spreadsheets Bar charts and data	Search Engines Networks Data handling-spreadsheets	WWII Research Data handling – excel Search engines
<u>Programming</u> Problem solve, interpret, predict, construct, investigate	Coding (2 code - Chimps) Logo (2logo) Spheros – simple introduction to programming	Coding – Purple Mash 2 Code Chimps (cont) and Gibbon programming Function machines	Programming and coding – Scratch Coding - Spheros	Scratch (Flowel or Crumble) Spheros
Basic Core Skills	Log on ICT Suite and Teams Open and save documents Know meaning of basic keys on a keyboard • use font sizes and effects appropriately to fit purpose of text • recognise key features of	Create files Use a range of word processing keys • develop further basic drafting and editing skills • choose freely from a range of text styles, to suit audience • hold two hands over different	Short cut keys • format text to indicate relative importance. • justify text where appropriate. • cut and paste between applications. • delete/insert and replace text to improve	• be able to use various display features to communicate to an audience: e.g. fact/definition boxes, annotated illustration, leaflet layout. • delete/insert and replace text to improve clarity and mood.

layout and design such as text boxes, columns, borders, WordArt • develop basic drafting and editing skills • cut, copy and paste between applications • use spell checker • delete, insert and replace text using mouse or arrow keys begin to use more than two fingers to enter text	halves of the keyboard use more than two fingers to enter text	clarity and mood. • make corrections using a range of tools (eg spell check, find and replace) develop confidence using both hands when typing	• make corrections using a range of tools (eg spell check, find and replace) develop confidence using both hands when typing