

Disley Primary Teach Computing Rolling Programme

CYCLE A	T1	T2	T3	T4	T5	T6
Y1/2	<p>Creating Media (Y1) Digital Writing</p> <p>PE: I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>PE: If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>Creating Media (Y2) Digital Music</p> <p>PE: I can give examples of when I should ask permission to do something online and explain why this is important</p>	<p>PE: I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>Programming B (Y1) Introduction to Animations</p> <p>PE: I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names).</p>	<p>PE: 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).</p>
Y3/4	<p>Data and information (Y3) Branching Databases</p> <p>PE: I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</p>	<p>Computing Systems and Networks (Yr3) Connecting Computers</p> <p>PE: I can explain what is meant by the term 'identity'.</p>	<p>PE: 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.</p>	<p>Creating media (Yr3) Desktop Publishing</p> <p>PE: I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p>	<p>PE: I can describe simple strategies for creating and keeping passwords private.</p>	<p>Programming B (Yr4) Repetition in games</p> <p>PE: I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>
Y5/6	<p>Creating Media (Yr5) Vector graphics</p> <p>PE: I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.</p>	<p>Computer systems and networks (Yr5) Systems and Searching</p> <p>PE: I can demonstrate how to make responsible choices about having an online identity, depending on context.</p>	<p>Creating Media (Yr6) 3D Modelling</p> <p>PE: I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p>	<p>PE: I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others.</p>	<p>Programming A (Y6) Variables in games</p> <p>PE: I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</p>	<p>Programming B (Y6) Sensing Movement</p> <p>PE: I can give examples of content that is permitted to be reused and know how this content can be found online.</p>

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Digital wellbeing and safety (Project Evolve - PE)	Health, Well-being and Lifestyle	Self-Image and Identity	Online relationships and reputation (including online bullying)	Managing online information	Privacy and Security	Copyright and Ownership
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CYCLE B	T1	T2	T3	T4	T5	T6
Y1/2	<p>Data and Information (Y2) Pictograms</p> <p>PE: I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p>	<p>PE: I can explain how other people may look and act differently online and offline.</p>	<p>Creating Media (Y1) Digital Painting</p> <p>PE: I know who to talk to if something has been put online without consent or if it is incorrect.</p>	<p>PE: I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p>	<p>Hybrid of Programming A from Y1 and Y2 Lessons 4, 5 & 6 from each unit</p> <p>PE: I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>PE: I can recognise that content on the internet may belong to other people.</p>
Y3/4	<p>PE: 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.</p>	<p>Computer systems and networks (Yr4) The Internet</p> <p>PE: I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</p>	<p>Data and Information (Yr4) Data Logging</p> <p>PE: I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</p>	<p>Creating Media (Yr4) Photo Editing</p> <p>PE: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.</p>	<p>PE: I can describe strategies for keeping personal information private, depending on context.</p>	<p>Programming B (Yr3) Events and actions in programs</p> <p>PE: I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</p>
Y5/6	<p>Programming A – (Year 5) Selection in physical computing</p> <p>PE: I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this.</p>	<p>Computer systems and networks (Yr6) Communication and Collaboration</p> <p>PE: 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.</p>	<p>PE: I can explain the ways in which anyone can develop a positive online reputation.</p>	<p>Creating Media (Yr6) Web page creation</p> <p>PE: I understand the concept of persuasive design and how it can be used to influence peoples' choices.</p>	<p>Data and Information (Yr5) Flat-file Databases</p> <p>PE: I can explain what to do if a password is shared, lost or stolen.</p>	<p>Data and Information (Yr6) Introduction to spreadsheets</p> <p>PE: I can demonstrate the use of search tools to find and access online content which can be reused by others.</p>

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E-safety units in each year

YEAR A	Digital wellbeing and safety year group covered	YEAR B	Digital wellbeing and safety year group covered
Y1/2	Year 1	Y1/2	Year 2
Y3/4	Year 3	Y3/4	Year 4
Y5/6	Year 5	Y5/6	Year 6

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Software for units taught:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 (A)	Microsoft word		Chrome Music Lad		Scratch Junior https://jfo8000.github.io/ScratchJr-Desktop/	
Year 1/2 (B)	J2e pictogram and charts		Paintz app		Programming – beebots - https://beebot.terrapinlogo.com/	
Year 3/4 (A)	https://www.j2e.com/jit5#branch	Paintz app		Microsoft Publisher		Scratch
Year 3/4 (B)		The internet – various websites	Makecode-Microbits	https://www.getpaint.net/doc/latest/index.html		Scratch
Year 5/6 (A)	Google Drawings – Vector graphs	Search engines	Tinkercad		Scratch	Makecode – microbits
Year 5/6 (B)	Crumble controller	Google slides	Google sites		J2 data	Excel