



Our Values:		
Have Courage	Be Kind	Shine
<p>Courage is about being honest and standing up for what is right and for what you believe in. Courageous people take brave action when they need to and show the resilience to keep going even when things are tough. We need courage in order to be true to all our values.</p>	<p>Kindness is about caring for yourself and for others. Kind people are compassionate, respectful, inclusive and fair. They value one another as individuals, show emotional intelligence and build positive relationships.</p>	<p>Shining is about individuality, aspiration and creativity. We recognise and value our own individuality and the individuality of others; we have self-belief; we love learning and aspire to improve and to embrace new and exciting experiences; we value thinking creatively and we celebrate ideas.</p>

Whole School Key Learning in COMPUTING

EYFS Key Learning						
Technology Around us	Technology Around Us (<i>on-going throughout the year</i>): Knowledge					
	*Know that there is a range of technology in my home, at school, outside and in the wider world, e.g. microwave, oven, traffic lights, till, barcode scanner, phone, petrol pump, interactive whiteboard, tablet, e-books on screen, educational games					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Photography	*Devices can be used to take photos, e.g. tablet, phone, camera				*The webcam on Mashcams will take my photo and store in on the screen.	
Drawing skills		* Technology can be used to create pictures. *You can change the colour on Paint programs. *Images can be created using different tools.	*You can change the pencil width on screen. *You can erase or delete all or part of your picture using the undo button or eraser.			
Robots		*Remote control cars can move left, right, forwards and backwards. *They can go fast or slow. *Remote control cars follow the instructions that I give them, so I can plan their route.	*A Beebot can be programmed to follow one or more instructions. *The buttons on a Beebot, make it move, forwards, backwards or to turn to the left or right.			

			*More than one instruction can be given to a Beebot to follow a planned route.			
Sounds		*Technology can make music and sounds. *I can use music from the iwb to sing and dance along to pm			*The microphone icon on Mashcams, records my words and the play icon plays them back to me.	*Sounds can be combined to create music on Purple Mash. and music can be created.
Safety and Privacy			*When something online feels uncomfortable, it is okay to say 'no' *Know who are trusted adults who can help with worries when online. *The Internet can give us lots of information but we also need to use it with adult support to keep us safe.	*We have individual log-ins and passwords to keep our information and work 'private' from others.	*The 'exit and save' button on Mini Mash, will save my own work in my personal tray that only my parents and teacher can see. *My work saved in my tray is my own digital content.	
Mouse and Trackpad Skills				The mouse/touchpad can be used to move the cursor and objects purposefully around the screen.	*If I click the left hand mouse/touchpad button I can perform an action on the screen. *By clicking and dragging, I can move objects purposefully.	*To use the mouse/touchpad accurately to click and drag objects on the screen.
Keyboard Skills				*The keyboard has letters on which will help me log on using my own login and password. *I have to use my own personal details to log onto the Chromebook and Purple Mash. *The ENTER key submits my login and password.	*The spacebar on the keyboard is like a 'finger spacer', it gives spaces between words.	*The delete or backspace key deletes letters I have typed incorrectly. *The ENTER key moves typing to the next line or submits a selected instruction, (like my login and password).
Hardware	*I need to carry portable appliances carefully, with both hands so I dont drop and break them.			*Food and drink can spoil or break a Chromebook, tablet or phone, so I must keep my water bottle away from these devices. *I need to handle the iwb, Chromebooks and tablets with care, so as not to break them.		
Using Purple Mash with an Individual Login				*I can use the pictures to log onto Purple Mash and access Mini Mash from the home page. *I have my own login and password for the Chromebooks and Purple Mash.	*By clicking on my tray in Mini Mash, I can look at the work I have saved.	*I need to log out of Purple Mash AND the Chromebook before clicking the shut down button - (I don't just close the Chromebook lid).
Key vocabulary						
Technology Around us	Touch screen tablet Interactive whiteboard					
Photography	Phone camera photos				webcam Photo image	

	features. device.					
Drawing skills		select colours. choose tools	pencil width. Undo button. erase			
Robots		Remote control On Off moving Left Right Forwards Backwards Fast Slow	Beebots Routes Plan instruction buttons One step Forwards Backwards Left / right turn			
Sounds		sounds music			record playback	combine sounds Instrument Speed - fast / slow Names of instruments
Safety and Privacy			Internet safety Feelings - worried, unsure Keeping safe Names of key trusted people	private	personal digital content Internet website	
Mouse and Trackpad Skills				Touchpad Button Cursor Mouse Click icon	Left hand button Touchpad click and drag	
Keyboard Skills				Keyboard Letters of the alphabet Numbers Enter	Spacebar Capital letter shift	delete key backspace key
Hardware	Tablet Interactive whiteboard			Chromebook Laptop		
Using Purple Mash with an Individual Login				Login Username Password	save work own Mini Mash tray	Logout shut down

Year 1/2 (Elm & Redwood) Cycle A Topic	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various	Unit 2.5 Effective Searching Weeks – 3 Programs – Browser	Unit 1.4 Lego Builders Weeks – 3 Programs – 2DIY	Unit 1.9 Technology outside school Weeks – 2 Programs – Various	Unit 1.2 Grouping & Sorting Weeks – 2 Programs – 2DIY	Unit 2.6 Creating Pictures Weeks – 5 Programs – 2PaintAPicture	Unit 1.8 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 1.7 Coding Weeks – 6 Programs – 2Code	Unit 2.1 Coding Weeks – 5 Programs – 2Code
	Unit 1.1 4 weeks	Unit 2.5 2 weeks	Unit 1.4 3 weeks	Unit 1.9 3 weeks	Unit 1.2 1 week				
Key Learning	<ul style="list-style-type: none"> • To log in safely. • To learn how to find saved work in the Online Work area and find teacher comments. • To learn how to search Purple Mash to find resources. • To become familiar with the icons and types of resources available in the Topics section. • To start to add pictures and text to work. • To explore the Tools and Games section of Purple Mash. • To learn how to open, save and print. • To understand the importance of logging out 	<ul style="list-style-type: none"> • To understand the terminology associated with searching. • To gain a better understanding of searching on the Internet. • To create a leaflet to help someone search for information on the Internet 	<ul style="list-style-type: none"> • To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. • To follow and create simple instructions on the computer. • To consider how the order of instructions affects the result. 	<ul style="list-style-type: none"> * Technology is all around us. * Technology has made life easier in many areas. Technology uses knowledge to solve problems. * It is now much easier to communicate around the world. * Messages that used to take weeks to reach the sender can now be sent and received in seconds. * We are surrounded by technology from your toys, to machines in 	<ul style="list-style-type: none"> * We can sort objects by different criteria. *These include the size of the objects, the colour of the objects or the number of sides the object has. *The criteria will depend on the type of objects being sorted. • To sort items using a range of criteria. • To sort items on the computer 	<ul style="list-style-type: none"> • To learn the functions of the 2Paint a Picture tool. • To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). • To recreate Pointillist art and look at the work of pointillist artists such as Seurat. • To learn about the work of Piet Mondrian and recreate the style using the lines template. • To learn about the work of William Morris and recreate the style using the patterns template. • To explore surrealism and eCollage. 	<ul style="list-style-type: none"> • To know what a spreadsheet program looks like. • To locate 2Calculate in Purple Mash. • To enter data into spreadsheet cells. • To use 2Calculate image tools to add clipart to cells. • To use 2Calculate control tools: lock, move cell, speak and count. 	<ul style="list-style-type: none"> • To understand what instructions are and predict what might happen when they are followed. • To use code to make a computer program. • To understand what object and actions are. • To understand what an event is. • To use an event to control an object. • To begin to understand how code executes when a program is run. • To understand what backgrounds and objects are. • To plan and make a computer program. 	<ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using an algorithm. • To create a program using a given design. • To understand the collision detection event. • To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. • To understand that different objects have different properties. • To understand what different events do in code. • To understand the function of buttons in a program. • To understand and debug simple programs.

				your house, to systems that control traffic and planes.	using the 'Grouping' activities in Purple Mash. *To reason about criteria for sorting,				
Vocabulary	private, Avatar, my work area, log in, log out, saving, search, Purple Mash tools,	Internet, search, search engine	algorithm, code, computer, debugging, instructions, program	computer, technology information technology digital technology	criteria sort groups	palette, share, template, Impressionism, Pointillism	button, calculation, cell, clip-art, column, count tool, data, delete, image, lock cell, move cell, row, speak tool, spreadsheet, value	action, algorithm, background. Code, coding, command, debug/debugging, event, execute, instruction, object, output, plan, programmer, run	action, algorithm, background, button, collision detection, debug/debugging, event, design mode, key pressed, nesting, object, predict, properties, run, scale, scene, sequence, sound, test, timer, when clicked/swiped

Year 1/2 (Redwood) Cycle B Topic	Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 Programs – Various	Unit 1.5 Maze Explorers Weeks – 3 Programs – 2Go	Unit 2.4 Questioning Weeks – 5 Programs – 2Question, 2Investigate	Unit 2.2 Online Safety Weeks – 2 Programs – Various	Unit 1.6 Animated Story Books Weeks – 5 Programs – 2Create A Story	Unit 2.7 Making Music Weeks – 3 Programs – 2Sequence	Unit 2.3 Spreadsheets Weeks – 4 Programs – 2Calculate	Unit 1.3 Pictograms Weeks – 3 Programs – 2Count	Unit 2.8 Presenting Ideas Weeks – 4 Programs – Various
	Key Learning	<ul style="list-style-type: none"> To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. 	<ul style="list-style-type: none"> To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. 	<ul style="list-style-type: none"> To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. 	<ul style="list-style-type: none"> To use digital technology to share work, communicate and connect with others on P.Mash To have some understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond. 	<ul style="list-style-type: none"> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board. 	<ul style="list-style-type: none"> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes 	<ul style="list-style-type: none"> To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. To learn how to copy and paste in 2Calculate. To use the totalling tools. To use a spreadsheet for money calculations. To use the 2Calculate equals tool to check calculations. 	<ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment.

	<ul style="list-style-type: none"> To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out 	<ul style="list-style-type: none"> To create a longer algorithm for an activity. To set challenges for peers. To access peer challenges set by the teacher as 2Dos 		<ul style="list-style-type: none"> To understand how we should talk to others in an online situation. To open and send simple emails. To understand that information put online leaves a digital footprint or trail. To identify the steps that can be taken to keep personal data and hardware secure. 		<ul style="list-style-type: none"> which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. 	<ul style="list-style-type: none"> To use 2Calculate to collect data and produce a graph. 		
Vocabulary	private, Avatar, my work area, log in, log out, saving, search, Purple Mash tools,	algorithm, challenge, command, direction, instruction, left and right, route, undo, unit	Pictogram, data, questions, collate, Binary Tree, Avatar, database	search, display board, Internet, sharing, email, attachment, digital footprint	animation, background, Clip-art gallery, E-book, edit, font, sound, sound effect, text	bpm, composition, digitally, instrument, music, sound effects (Sfx), sound track, tempo, volume	Backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet	Collect data, compare, data, Pictogram, record results, title	Concept Map (Mind Map), node, animated, quiz, non-fiction, presentation, narrative, audience

Year 3/4 (Chestnut and Maple) Cycle A Topic	Coding Number of Weeks – 6 Main Programs – 2Code See table below for breakdown	Unit 3.2 Online safety Weeks – 3 Programs – Various	Unit 3.3 Spreadsheets Weeks – 3 Programs – 2Calculate	Unit 3.4 Touch Typing Weeks – 4 Programs – 2Type	Unit 3.5 Email (including email safety) Weeks – 6 Programs – 2Email, 2Connect, 2DIY	Unit 3.6 Branching Databases Weeks – 4 Programs – 2Question	Unit 3.7 Simulations Weeks – 3 Programs – 2Simulate, 2Publish	Unit 3.8 Graphing Weeks – 3 Programs – 2Graph
	Key Learning	<ul style="list-style-type: none"> To understand what a flowchart is and how flowcharts are used in computer programming. To understand that there are different types of timers and select the right type for purpose. 	<ul style="list-style-type: none"> To know what makes a safe password. To learn methods for keeping passwords safe. To understand 	<ul style="list-style-type: none"> To use the symbols more than, less than and equal to, to compare values. To use 2Calculate to 	<ul style="list-style-type: none"> To introduce typing terminology. To understand the correct way to sit at the keyboard. 	<ul style="list-style-type: none"> To think about different methods of communication. To open and respond to an email using an address book. To learn how to use email safely. 	<ul style="list-style-type: none"> To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. 	<ul style="list-style-type: none"> To consider what simulations are. To explore a simulation.

	<ul style="list-style-type: none"> To understand how to use the repeat command. To understand the importance of nesting. To design and create an interactive scene 	<p>how the Internet can be used in effective communication.</p> <ul style="list-style-type: none"> To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices. 	<p>collect data and produce a variety of graphs.</p> <ul style="list-style-type: none"> To use the advanced mode of 2Calculate to learn about cell references. 	<ul style="list-style-type: none"> To learn how to use the home, top and bottom row keys. To practise typing with the left and right hand. 	<ul style="list-style-type: none"> To add an attachment to an email. To explore a simulated email scenario. 	<ul style="list-style-type: none"> To create a branching database of the children's choice 	<ul style="list-style-type: none"> To analyse and evaluate a simulation. 	<p>results in graphic form</p>
Vocabulary	action, alert, algorithm, bug, click event, collision detection event, command, debug/debugging, flowchart, nesting, input, interval, repeat, sequence, turtle object	appropriate / inappropriate, blog, password, internet, permission, reliable source, reputable source, spoof, permission, verify, vlog, website	advanced mode, bar graph, equals, cell address, data, rows, more than less than and equal tool, Pie Chart, Quiz tool, Spin tool, Spreadsheet, table	Posture, keys, space bar, typing	address book, attachment, BCC (Blind Carbon Copy), CC, communication, compose, email, inbox, password, personal information, save to draft, trusted contact, cyberbullying	Binary Tree, branching dataases, data, debugging, database	analysis, simlaton , Evaluation, modelling, decision	axis, chart, coloumn, data, graph, investigation, row, sorting, tally chart

Year 3/4 (Chestnut and Maple) Cycle B Topic	<p>Coding</p> <p>Number of Weeks – 6</p> <p>Main Programs – 2Code</p> <p>See table below for breakdown</p>	<p>Unit 4.2 Online safety</p> <p>Weeks – 4</p> <p>Programs – Various</p>	<p>Unit 4.3 Spreadsheets</p> <p>Weeks – 6</p> <p>Programs – 2Calculate</p>	<p>Unit 4.4 Writing for different audiences</p> <p>Weeks – 5</p> <p>Programs – 2Email, 2Connect, 2DIY</p>	<p>Unit 4.5 Logo</p> <p>Weeks – 4</p> <p>Programs – Logo</p>	<p>Unit 4.6 Animation</p> <p>Weeks – 3</p> <p>Programs – 2Animate</p>	<p>Unit 4.7 Effective Search</p> <p>Weeks – 3</p> <p>Programs – Browser</p>	<p>Unit 4.8 Hardware Investigators</p> <p>Weeks – 2</p>
	<p>Key Learning</p> <ul style="list-style-type: none"> To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use co-ordinates in computer programming. To understand the 'repeat until' command. 	<ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and 	<ul style="list-style-type: none"> To format cells as currency, percentage, decimal to different decimal places or fraction. To use the formula wizard to calculate averages. To combine tools to make spreadsheet activities such as timed times tables tests. To use a spreadsheet to model a real-life situation. 	<ul style="list-style-type: none"> To explore how font size and style can affect the impact of a text. To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign. 	<ul style="list-style-type: none"> To learn the structure of the coding language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat 	<ul style="list-style-type: none"> To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. 	<ul style="list-style-type: none"> To locate information on the search results page. To use search effectively to find out information. 	<ul style="list-style-type: none"> To understand the different parts that make up a computer. To recall the different parts that make up a computer.

	<ul style="list-style-type: none"> To understand how an IF/ELSE statement works. To understand what a variable is in programming. To use a number variable. To create a playable game. 	<p>benefits of installing software including apps.</p> <ul style="list-style-type: none"> To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. 	<ul style="list-style-type: none"> To add a formula to a cell to automatically make a calculation in that cell. 		<p>function in Logo to create shapes.</p> <ul style="list-style-type: none"> To use and build procedures in Logo. 	<ul style="list-style-type: none"> To find out how animation can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to 'stop motion' animation. To share animation on the class display board and by blogging. 	<ul style="list-style-type: none"> To assess whether an information source is true and reliable 	
Vocabulary	action, alert, algorithm, background, button, code blocks, command, debug/debugging, design, execute, event, flowchart, 'Is' statement, 'If/Else' statement, input, nest, object, prompt implement, repeat until, predict, repeat, run, properties, selection, sequence, timer, variable	AdFly, attachment citation, collaborate, cookies, Copyright, digital footprint, Malware, phishing, plagiarism, ransomware, spam, virus, SMART rules, watermark	Spreadsheet, row, column, formula, average, budget, chart, data, decimal place, equals tool, format cell, formula wizard, line graph, percentage, timer, place value, random number tool, spin tool	campaign, format, font, genre, opinion, reporter, viewpoint	debugging, grid, LOGO, LOGO command (e.g FD, BK, RT, LT), multi line mode, pen down, pen up, prediction, procedure, repeat, run speed, SETPC, SETPS	animation, FPS (frames per second), frame, onion skinning, pause, stop motion	balanced view, Easter eggs, Internet, key words, reliability, results page, search engine	components, CPU, graphics card, hard drive, input, motherboard, network card, output, peripherals, RAM, software

Year 5/6 (Oak) Cycle A Topic	Unit 5.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 5.2 Online safety Weeks – 3 Programs - Various	Unit 5.3 Spreadsheets Weeks – 5 Programs – 2Calculate	Unit 5.4 Databases Weeks – 4 Programs – 2Question, 2Investigate	Unit 5.5 Game Creator Weeks – 5 Programs – 2DIY 3D	Unit 5.6 3D Modelling Weeks – 4 Programs – 2Design and Make	Unit 5.7 Concept Maps Weeks – 4 Programs – 2Connect
Key Learning	<ul style="list-style-type: none"> To begin to simplify code. To create a playable game. To understand what a simulation is. To program a simulation using 2Code. 	<ul style="list-style-type: none"> *To gain a greater understanding of the impact that sharing digital content can have. 	<ul style="list-style-type: none"> To use formulae within a spreadsheet to convert measurements of length and distance. 	<ul style="list-style-type: none"> To learn how to search for information in a database. To contribute to a class database. 	<ul style="list-style-type: none"> To plan a game. To design and create the game environment. To design and create the game quest. 	<ul style="list-style-type: none"> To be introduced to 2Design and Make and the skills of computer aided design. 	<ul style="list-style-type: none"> To understand the need for visual representation when generating and

	<ul style="list-style-type: none"> • To know what decomposition and abstraction are in computer science. • To take a real-life situation, decompose it and think about the level of abstraction. • To understand how to use friction in code. * To begin to understand what a function is and how functions work in code. • To understand what the different variables types are and how they are used differently. • To understand how to create a string. • To understand what concatenation is and how it works. 	<p>To review sources of support when using technology and children's responsibility to one another in their online behaviour..</p> <ul style="list-style-type: none"> • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. <p>*To ensure reliability through using different methods of communication.</p>	<ul style="list-style-type: none"> • To use the count tool to answer hypotheses about common letters in use. • To use a spreadsheet to model a real life problem. • To use formulae to calculate area and perimeter of shapes. • To create formulae that use text variables. • To use a spreadsheet to help plan a school cake sale. 	<ul style="list-style-type: none"> • To create a database around a chosen topic. 	<ul style="list-style-type: none"> • To finish and share the game. • To self and peer evaluate. 	<ul style="list-style-type: none"> • To explore the effect of moving points when designing. • To design a 3D Model to fit certain criteria. • To refine and print a model. 	<p>discussing complex ideas.</p> <ul style="list-style-type: none"> • To understand the uses of a 'concept map'. • To understand and use the correct vocabulary when creating a concept map. • To create a concept map. • To understand how a concept map can be used to retell stories and information. • To create a collaborative concept map and present this to an audience.
Vocabulary	abstraction, action, algorithm, concatenation, debug/debugging, decomposition, efficient, event, flowchart, function, input, nesting, object, output, physical system, properties, repeat, selection, sequence, simplify, timer, variable	citation, collaborate, communication, Copyright, Creative Commons Licence, encrypt, identity theft, ownership, PEGI ratings, malware, password, personal information, phishing, reliable	Spreadsheet, column, advance mode, data, rows, format, formula, Formula Wizard, formula bar, 'How Many' tool, totaling tool, variables	arrange, Avatar, chart, collaborative, data, database, field, group, record, database report, group, search, sort, statistics,	Evaluation, feedback, image, instructions, promotion, quest, scene, screenshot, texture, theme	2D, 3D, 3D printing, CAD-Computer Aided Design, design brief, net, Pattern fill, points, template	concept, concept map, connection, collaborate, node, Presentation Mode, Story Mode

source, SMART rules, spoof, validity

Year 5/6 (Oak) Cycle B Topic	Unit 6.1 Coding Number of Weeks – 6 Main Programs – 2Code	Unit 6.2 Online safety Weeks – 3 Programs - Various	Unit 6.3 Spreadsheets Weeks – 5 Programs – 2Calculate	Unit 6.4 Blogging Weeks – 5 Programs – 2Blog	Unit 6.5 Text Adventures Weeks – 5 Programs – 2Code, 2Connect	Unit 6.6 Networks Weeks – 3	Unit 6.7 Quizzing Weeks – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate
Key Learning	<ul style="list-style-type: none"> • To design a playable game with a timer and a score. • To plan and use selection and variables. • To understand how the launch command works. • To use functions and understand why they are useful. • To understand how functions are created and called. • To use flowcharts to create and debug code. • To create a simulation of a room in which devices can be controlled. • To understand how user input can be used in a program. • To understand how 2Code can be used to make a text-adventure game. 	<ul style="list-style-type: none"> • To identify benefits and risks of mobile devices broadcasting the location of the user/device. • To identify secure sites by looking for privacy seals of approval. • To identify the benefits and risks of giving personal information. • To review the meaning of a digital footprint. • To have a clear idea of appropriate online behaviour. • To begin to understand how information online can persist. • To understand the importance of balancing game and screen time with other parts of their lives. • To identify the positive and negative influences of technology on health and the environment. 	<ul style="list-style-type: none"> • To use a spreadsheet to investigate the probability of the results of throwing many dice. • To use a spreadsheet to calculate the discount and final prices in a sale. • To use a spreadsheet to plan how to spend pocket money and the effect of saving money. • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. 	<ul style="list-style-type: none"> • To identify the purpose of writing a blog. • To identify the features of a successful blog. • To plan the theme and content for a blog. • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. • To understand how and why blog posts are approved by the teacher. • To understand the importance of commenting on blogs. 	<ul style="list-style-type: none"> • To find out what a text adventure is. • To use 2Connect to plan a story adventure. • To make a story-based adventure using 2Create a Story. • To introduce an alternative model for a text adventure which has a less sequential narrative. • To use written plans to code a mapbased adventure in 2Code. 	<ul style="list-style-type: none"> • To find out what a text adventure is. • To use 2Connect to plan a story adventure. • To make a story-based adventure using 2Create a Story. • To introduce an alternative model for a text adventure which has a less sequential narrative. • To use written plans to code a mapbased adventure in 2Code. 	<ul style="list-style-type: none"> • To create a picture-based quiz for young children. • To learn how to use the question types within 2Quiz. • To explore the grammar quizzes. • To make a quiz that requires the player to search a database. • To make a quiz to test your teachers or parents.
Vocabulary	action, algorithm, command, co-ordinates, execute/run, event, decomposition, debug/debugging, flowchart, function, object, procedure, input, selection, tab, properties,	data analysis, digital footprint, inappropriate, location sharing, password, PEGI	Spreadsheets, rows, columns, data, formula, advanced mode, budget, chart, count (how many) tool, dice tool, expense,	approval, archive, blog, blog post, collaborate, commenting, Vlog	Text-based adventure, debug/debugging, sprite, selection, function	hub/switch, Internet, local area network (LAN), network,	audience, audio, case-sensitive, clone, close, preview, quiz

	sequence, simulation, timer, launch command, output, predict, repeat, repeat until, variable	rating, phishing, print screen, screen time, secure websites, spoof,	format cell, formula bar, formula wizard, move cell tool, probability, profit			router, wide area network (WAN), World Wide Web, Wi-Fi,	
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