* Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable

In **Year 6**:

* Be aware that some search engines may provide misleading information
* Understand what makes a good ‘digital citizen’ and what makes a ‘healthy online relationship’
* Be aware of how to stay safe online and create e-safety documents for other children to read

In **Year 5:**

* Develop a programme that has specific variables identified
* Know how technology is used in school and outside of school
* Create a series of instructions for someone else to follow
* Recognise acceptable and unacceptable behaviour whilst using technology

In **Year 4:**

* Give an ‘on-screen’ robot specific instructions that takes them from A to B
* Experiment with variables to control models
* Recognise acceptable and unacceptable behaviour whilst using technology

In **Year 1:**

* Plan a journey for a programmable toy

In **Early Years**, our learning and development in this area is taught through the different areas in our Early Years Framework.

**In Pre-School,** children explore a variety of electronic toys. They begin to follow basic instructions in a specific order.

**In Nursery,** children may begin to make marks on a digital device or use tablet based apps for various purposes such as making music or magnifying objects for observation.

**In Reception,** children begin to select and use technology for a particular purpose, rather than simply being given a device. They may use electronics such as Bee-Bots to give instructions and sequence events.

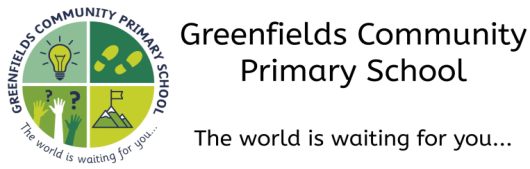
In **Year 2:**

* Understand that programmes require precise instructions

In **Year 3:**

* Know which software, apps and programmes to use on a computer or device

**CURRICULUM OVERVIEW**



**Autumn 1...be amazed...**

**Subject:** Computing

**How this document is structured:**

In case of a bubble or school closure, each box is divided into two sections

–**offline (in-school) and online (remote)**

Subject leaders have identified the knowledge, skills and understanding that can be covered remotely, with a focus on lower order procedural/fluency content. Higher order learning will be delivered at school. In the event of a full school closure, higher order learning will be delivered via pre-recorded videos.

Where there are no school or bubble closures, all objectives will be covered in school.