

## E-safety curriculum map - Key Stage 1

National curriculum objectives the e-safety curriculum is covering;

### **Key Stage 1**

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond the school
- Use technology safely and respectfully
- Keep personal information private
- Identify where to go for help and support when concerned about content or contact on the internet or other technologies.

There are 8 areas of focus in Key Stage 1;

- 1) Internet safety
- 2) Information literacy
- 3) Privacy and security
- 4) Information Literacy
- 5) Copyright and creative credit
- 6) Relationships and communication
- 7) Digital footprint and reputation
- 8) Cyberbullying

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<b>1-Internet safety</b> - learn about exciting places online whilst remaining safe <b>2-Information literacy</b> - searching the internet	<b>3-Privacy &amp; security</b> - handling requests for personal information from online sites <b>4-Information Literacy &amp; Copyright / creative credit</b> - taking ownership of their digital work, putting name and date on.	<b>5 - relationships &amp; communication</b> - how emails can help connect families and communities. <i>(Can use PurpleMash 2Email to help with this)</i>
<b>Year 2</b>	<b>1-Internet safety</b> - choosing appropriate websites and avoiding unsuitable ones <b>2-Digital footprint &amp; reputation / privacy and security</b> - nothing is completely deleted online and managing their digital footprint	<b>3-Cyberbullying / Relationships &amp; communication</b> - explore meaning of cyberbullying and how to react if they encounter it <b>4-Information Literacy</b> - keyword searching as effect method to locate information online	<b>5-Information Literacy</b> - criteria for rating informal websites and impact of using poor quality websites and information.

### E-safety curriculum map - Key Stage 2

<p>National curriculum objectives the e-safety curriculum is covering;</p> <p><b>Key Stage 2</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly.</li> <li>• Identify a range of ways to report concerns about content and contact.</li> <li>• Use search technology effectively</li> <li>• Appreciate how results from searches are selected and ranked and know how to evaluate websites.</li> </ul>	<p>There are 7 areas of focus in Key Stage 2;</p> <ol style="list-style-type: none"> <li>1) Privacy and security</li> <li>2) Relationships and communication</li> <li>3) Information literacy</li> <li>4) Self image and identity</li> <li>5) Internet safety</li> <li>6) Cyberbullying</li> <li>7) Creative credit and copyright</li> </ol>
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	Autumn	Spring	Summer
Year 3	<p><b>1-Privacy &amp; security</b> - use of passwords and creating strong, secure passwords</p> <p><b>2 - Relationships &amp; communication</b> - how online communications can bring communities and people together</p>	<p><b>3-Information Literacy</b>- examine product websites and how their purpose is to sell items.</p> <p><b>4-Relationship &amp; communication</b> - compare in-person and online communications and how to write clear, respectful messages online.</p>	<p><b>5-Relationships &amp; communication</b> - effective communication via email - the purpose and audience applicable to their tone. <i>(Can use PurpleMash 2Email to help with this)</i></p>
Year 4	<p><b>1-Self image &amp; identity and Relationships &amp; communication</b> - responsible and respectful offline and online</p> <p><b>2-Privacy&amp;security and information literacy</b> - protecting identity from online theft, sharing information online.</p>	<p><b>3- Internet safety &amp; cyberbullying</b> - what actions can they take to stand up to cyberbullies</p> <p><b>4 - Information literacy</b> - strategies to increase accuracy of searches.</p>	<p><b>5- Creative credit &amp; copyright / information literacy</b> - using copy righted work is plagiarism - when and how its okay to use the work of others.</p>
Year 5	<p><b>1-privacy &amp; security</b> - creating strong, secure password to increase online protection</p> <p><b>2-relationships &amp; communication / self image &amp; identity</b> - common expectations to create a strong digital community.</p>	<p><b>3-Privacy &amp; security</b> - what spam is and what form it takes. Strategies in dealing with spam.</p> <p><b>4-Information literacy</b> - importance in citing sources when doing research. Writing bibliographical citations for online sources</p>	<p><b>5-Creative credit &amp; copyright / information literacy / self image &amp; identity</b> - how photos can be altered online, the distortion of beauty and health through image manipulation.</p>
Year 6	<p><b>1-Internet safety / relationships &amp; communication</b> - developing rewarding relationship online but not revealing private information.</p> <p><b>2- Relationships &amp; communication / self image and identify</b> - how to help resolve poor digital citizenship if they witness it</p>	<p><b>3 - Privacy &amp; security</b> - identify secure sites looking at privacy policies and settings</p> <p><b>4 - Cyberbullying / Relationships &amp; communication</b> - strategies to deal with cyberbullying and comparison with in person bullying</p>	<p><b>5 - Information literacy / self image &amp; identity</b> - explore the powerful role media plays in shaping our ideas.</p>

### Computing Curriculum map - Whole School

National curriculum covered in each topic is outlined below.

	Autumn	Spring	Summer
Year 1		<b>SPR 1 - PurpleMash 2sequence</b> - linking to maths and positional direction. <i>Drag and drop pictorial blocks to create music and sound effects</i>	<b>SUM 1 - Bee Bots</b> - linking to maths and positional direction. <i>Simple buttons to press to programme bee bot to follow a sequence of instructions.</i>
		<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> </ul>
Year 2		<b>SPR 1 - PURPLEMASH 2DIY 3D</b> <i>Draw and create a game using pictorial blocks to code</i> <b>DIDN'T WORK WHEN THEY TRIED TO USE IT!</b>	<b>Sum 1 - Robotics and Spheros</b> Introduction to using Spheros. Basic programming using apps. Sphero draw n drive Sphero colourgrab Sphero chromo
		<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> </ul>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> </ul>

Year 3		<b>SPR 1 - Lego Wedo</b> <i>Programme external device using coding blocks (drag and drop picture blocks). Debug errors.</i>	<b>SUM 1 - PurpleMash 2Code</b> <i>Moving pictorial blocks of coding to solve problems, moving onto creating their own game using if / when pictorial blocks to add controls.</i>
		<b>National Curriculum</b> 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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>National Curriculum</b> 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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Year 4	<b>AUT 1 - Cato's Hike</b> <i>Programming using pictorial blocks, loops and branches and if variables, up to 60 levels for differentiation, solving problems and debugging.</i>		<b>SUM 2 - Lego Wedo</b> <i>Programme external device using coding blocks (drag and drop picture blocks). Debug errors, adding loops, using and programming sensors</i>
			<b>National Curriculum</b> 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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Year 5	AUT 1 - Robotics and spheros SPRK Lightening Lab - Block based programming. Introduction of Macrolab to begin editing debugging existing programs and code.		SUM 2 - animation using Scratch to create games. To create games and animations using drag and drop blocks. Creating programs with a purpose, ensuring they test, debug and modify algorithms.
	<b>National Curriculum</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		<b>National Curriculum</b> 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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Year 6	AUT 1 - Flowol and control <i>Sequencing, branching using decisions, loops, variables, block coding alongside , control of onscreen mimics</i>	AUT 2 - Robotics and spheros Continuing to build on previous years learning. Programming with Spheros using higher level programs on Macrolab and with the introduction of orbBasic.	
	<b>National Curriculum</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<b>National Curriculum</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	

## iPad Curriculum map – Key Stage 1

National curriculum objectives the iPad curriculum is covering;

### **Key Stage 1**

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond the school
- Use technology safely and respectfully
- Keep personal information private
- Identify where to go for help and support when concerned about content or contact on the internet or other technologies.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<p><b>AUT 1 – Sonic Pics</b> linking to Geog topic of the World Around US. <i>Take photos and add simple captions.</i></p> <p><b>AUT 2 – Pic Collage</b> linking to art topic of nature and nature art. <i>App to upload photos onto and create a collage poster with captions.</i></p>	<p><b>SPR 1 – Photo Speak app</b> linking to history topic of Intrepid Explorers. <i>Take photo of self then record yourself giving an explanation, export as video).</i></p>	<p><b>SUM 1 – WORDFOTO</b> <i>Takes photos and words and turns them into typographic art</i></p>
<b>Year 2</b>	<p><b>AUT 2 – Puppet Pals</b> linked to English <i>Manipulating characters, adding and recording speech</i></p>	<p><b>SPR 1 – Pic Collage</b> linked to geography topic of On the Farm. <i>Take pictures and upload them onto a poster</i></p> <p><b>SPR 1 – Popplet</b> <i>Creating mind-maps with facts, inserting text bubbles and pictures.</i></p>	<p><b>SUM 2 – Sonic Pics</b> linked to geography topic of My World and Me <i>Take photos and make simple edits. Add captions to photos.</i></p>

## iPad Curriculum map – Key Stage 2

National curriculum objectives the iPad curriculum is covering;

### **Key Stage 2**

- 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.
- Use technology safely, respectfully and responsibly.
- Recognise acceptable / unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.  
Use search technology effectively
- Appreciate how results from searches are selected and ranked
- Be discerning in evaluating digital content.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<p><b>AUT 1 - iMovie</b> linked to English novel of Pebble in my Pocket <i>Filming, cutting editing film, sequence clips and creating short videos.</i></p> <p><b>AUT 1 - Skitch</b> linking to geography <i>Photo of earth / continent etc and children can label it</i></p>	<p><b>SPR 2 - Comic Life</b> linking to Geography topic of Farming. <i>Inserting images from Internet and adding text bubbles.</i></p>	
<b>Year 4</b>	<p><b>AUT 2 - Doodle Maths and Explain Everything</b> linking to number work</p>	<p><b>SPR 1 - Comic Life</b> linked E-safety</p>	<p><b>Fotobabble-</b> TBC for subject link take photo, speak into microphone, enhance photo with effects</p> <p><b>Avatar Creator</b> - TBC for subject link combines various face parts, manipulate position, size and angle</p>

Year 5	<p><b>AUT 2 - iMovie and Type Drawing app</b> linked to English Film Narrative Unit - The Piano. Manipulate images and create typographic drawings. Chn will create their own iMovie narrative based on The Piano.</p>	<p><b>SPR 1 - QR Code Reader and Adobe Voice</b> linking to Maths activities and themed weeks. <i>Create maths themed animation in Adobe Voice and export with a QR Code.</i></p> <p><b>SPR 2 - Be Funky app</b> linking to Geography topic of UK. <i>Upload and annotate photos.</i></p>	
Year 6	<p><b>AUT 1 - Explain everything</b> linked to E-safety <i>Inserting images from Internet and those taken, adding text, recording explanation</i></p> <p><b>AUT 2 - Video FX</b> <i>Shot videos with added effects and manipulation.</i></p>	<p><b>SPR 1 - Binoculars</b> linked to English novel The viewer. Take and edit photos for effect and atmosphere.</p> <p><b>SPR 2 - Garageband music</b> linking to Geography topic of Extreme Earth. <i>Using instruments and beats to create the atmosphere of one element of Geography</i></p>	<p><b>SUM 1 - iMovie</b> linked to English class novel Cosmic <i>Using images from internet and those taken to create a trailer for a film, adding text</i></p>

## ICT Curriculum map - Key Stage 1

National curriculum objectives the ICT curriculum is covering;

### **Key Stage 1**

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond the school
- Use technology safely and respectfully
- Keep personal information private
- Identify where to go for help and support when concerned about content or contact on the internet or other technologies.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<b>AUT 1 - 2Publish</b> linked to English topic and writing postcards from the class novel. <i>Combine writing and drawing on templates available</i>	<b>SPR 2 - GRAPHS 2COUNT</b> linked to data handling maths unit and Walk to School Week. <i>Simple block bar graphs created when children enter information and data</i>	<b>SUM 2 - Introduction to Microsoft Word.</b> Creating factfiles linking to the English topic. <i>Typing text (with help of digital leaders),</i>
<b>Year 2</b>	<b>AUT 2 - 2Animate</b> linked to English <i>Story board of the books, created animations of drawings</i>	<b>SPR 1 - Digital photography</b> linked to SPAG and the use of adjectives <i>Take photos using iPads, taking from perspectives</i>	<b>SUM 2 - 2publish</b> linked to Maths <i>Designed an island, used co-ordinates</i>

## ICT Curriculum map - Key Stage 2

National curriculum objectives the ICT curriculum is covering;

### **Key Stage 2**

- 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.
- Use technology safely, respectfully and responsibly.
- Recognise acceptable / unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.
- Use search technology effectively
- Appreciate how results from searches are selected and ranked
- Be discerning in evaluating digital content.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<b>AUT 2 - Powerpoint presentation</b> linked to RE topic of Islam <i>Insert photos from saved file, add text, change background</i>	<b>SPR 2 - Comic Life</b> linking to Geography topic of Farming. <i>Inserting images from Internet and adding text bubbles.</i>	<b>SUM 1 - Digital photography</b> linked to Science (Healthy living). <i>Take photos, different angles and shot distance, composition and effect</i>
<b>Year 4</b>	<b>AUT 1 - Pod casting through GarageBand</b> (English - News reports) <i>Reporting clips, inserting jingles</i>	<b>SPR 2 - Digimaps</b> linking to Geography topic of European neighbours and maths topics. <i>Distances between 2 locations, used co-ordinates</i>	<b>SUM 2 - Microsoft Excel</b> <i>Inserting data, creating graphs, calculations through excel</i>
<b>Year 5</b>	<b>AUT 2 - Comic Life</b> linking to English novel of The London Eye Mystery. <i>Creating a comic strip on character's adventures.</i>		<b>SUM 1 - iWeb</b> linking to history topic of Ancient Greece <i>Creating website about Ancient Greece. Inserting Pages, adding hyperlinks etc.</i>  <b>SUM 2 - Garageband</b> linking to Geography topic of South America. <i>Creating a piece of Brazilian themed music using tools of software.</i>
<b>Year 6</b>	<b>Aut 2 - Keynote presentation</b> linked to History topic of Crime and Punishment <i>Transitions, uploading text and images, adding sounds</i>	<b>SPR 1 - Digital photography</b> <i>Using iPads, manipulating images for effect, angles, lighting</i>	<b>SUM 1 - iMovie</b> linked to English class novel Cosmic <i>Using images from internet and those taken to create a trailer for a film, adding text</i>

