

Y1 25/26	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Journey 1   Confident Community Engagement</b>						
KS2/3  Circle Central		<p><b><u>Ourselves- Understanding emotions</u></b></p> <p><b>Film Making</b> *(Equals scheme of work- Refer to Essential Skills)</p> <ul style="list-style-type: none"> <li>• Film festival, red carpet event, Oscar night- creating short films</li> <li>• create a film of a familiar story</li> <li>• make a film of dance</li> <li>• make a film about yourself to show the class</li> <li>• Re- enact a famous scene from 'Inside Out'</li> </ul>			<p><b><u>*Toys Traditional Tales</u></b></p> <p>Students will use the below schemes of work as a guide. The students will focus on directions using a BeeBot and Tinkering with other electronic toys</p> <p><a href="https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/programming-bee-bots/">https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/programming-bee-bots/</a></p> <p>*EYFS</p>	
KS4/5 Victoria		<p><b><u>Ourselves- Understanding emotions</u></b></p>			<p><b><u>Traditional Tales</u></b></p>	

		<p style="text-align: center;"><b>Film Making/Photography</b></p> <p>Students will use the below schemes of work as a guide. The students will focus on tinkering and exploring a camera- this can be combined with taking pictures of different landscapes or people involving emotions</p> <p style="text-align: center;"><a href="https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/exploring-hardware/">https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/exploring-hardware/</a></p> <p style="text-align: center;">*EYFS</p>			<p>This is a cross curricular activity with links to both Literacy and Art. Children will learn a popular tale and then re-tell the story by producing their own animation using ipads (mark making)- ordering widgets.</p> <p><i>*Please refer to resources available in resource pack</i></p>	
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Y1 25/26	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 2   Community Engagement and Employment Opportunities						
KS2/3-  Northern Metropolitan	<p style="text-align: center;"><b><u>Technology Around Us</u></b></p> <p>Recognising technology in school and using it responsibly</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us">https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us</a></p>	<p style="text-align: center;"><b><u>Digital Painting</u></b></p> <p>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting</a></p>	<p style="text-align: center;"><b><u>E Safety</u></b></p> <ul style="list-style-type: none"> <li>● Stranger danger</li> <li>● Age appropriate</li> <li>● Who to ask for help</li> <li>● Identify safe and unsafe online situations</li> <li>● Personal data</li> <li>● passwords</li> </ul>	<p style="text-align: center;"><b><u>Moving a robot</u></b></p> <p>Writing a short algorithm and programs for floor robot, and predicting program outcomes</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot">https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot</a></p>	<p style="text-align: center;"><b><u>Digital writing</u></b></p> <p>Using a computer to create and format text, before comparing and writing non-digitally</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing</a></p>	<p style="text-align: center;"><b><u>Programming animations</u></b></p> <p>Designing and programming the movement of a character on screen to tell stories</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation">https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation</a></p> <p style="background-color: yellow;">*Scratch Jr available on iPad</p>

<p>KS4/5</p> <p>Piccadilly Jubilee Elizabeth</p>	<p><b><u>Computing systems and networks – IT around us</u></b></p> <p>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us">https://www.raspberrypi.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us</a></p>	<p><b><u>Creating media – Digital photography</u></b></p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-1/creating-media-digital-photography">https://www.raspberrypi.org/curriculum/key-stage-1/creating-media-digital-photography</a></p>	<p><b><u>E Safety</u></b></p> <ul style="list-style-type: none"> <li>● stranger danger</li> <li>● Personal information</li> <li>● SMART</li> <li>● Online bullying</li> <li>● digital footprint</li> <li>● age appropriate</li> </ul>	<p><b><u>Programming A – Robot algorithms</u></b></p> <p>This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-1/programming-a-robot-algorithms">https://www.raspberrypi.org/curriculum/key-stage-1/programming-a-robot-algorithms</a></p>	<p><b><u>Data and information – Pictograms</u></b></p> <p>This unit introduces the learners to the term ‘data’. Learners will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-1/data-and-information-pictograms">https://www.raspberrypi.org/curriculum/key-stage-1/data-and-information-pictograms</a></p>	<p><b><u>Creating media - Digital music</u></b></p> <p>Students will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-1/creating-media-making-music">https://www.raspberrypi.org/curriculum/key-stage-1/creating-media-making-music</a></p>
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<b>Journey 3   Further Study and Skilled Work Opportunities</b>						
KS2/3 District	<p><b><u>Connecting Computers</u></b></p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/how-are-computers-connected">https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers/how-are-computers-connected</a></p>	<p><b><u>Stop Frame Animation</u></b></p> <p>Capturing and editing digital still images to produce a stop frames animatic that tells a story</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation">https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</a></p>	<p><b><u>E Safety</u></b></p> <ul style="list-style-type: none"> <li>Identify risks online</li> <li>How to protect yourself online</li> <li>Personal data</li> <li>Who to ask for help</li> <li>Identifying scams</li> <li>Safe Skills- Each student has a login saved on the Curriculum Drive- Computing</li> </ul> <p><a href="https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/online-safety/">https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/year-4/online-safety/</a></p>	<p><b><u>Desktop Publishing</u></b></p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing</a></p>	<p><b><u>Programming Part 1</u></b></p> <p>Sequencing sounds</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music">https://teachcomputing.org/curriculum/key-stage-2/programming-a-sequence-in-music</a></p>	<p><b><u>Programming Part 2</u></b></p> <p>Events and actions in programs</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions">https://teachcomputing.org/curriculum/key-stage-2/programming-b-events-and-actions</a></p>

<p>KS4/5 Bakerloo Hammersmith Waterloo DLR</p>	<p><b><u>Introduction to Programming</u></b></p> <p>Understanding the precise nature of instructions through the use of sequences, variables, selections, operators and count-controlled loops. As well as modifying code.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i">https://teachcomputing.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i</a></p>	<p><b><u>Variables in Games</u></b></p> <p>Using variables to design and create a game. Understanding what variables are and how they are used as well as using events to set variables. To design, improve and evaluate their own game.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games">https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games</a></p>	<p><b><u>Computing OCR Part 1</u></b></p> <p>select the appropriate OCR level and complete with evidence for each required statement</p>	<p><b><u>Computing OCR Part 2</u></b></p> <p>Continuing to gather and consolidate OCR for deadline:</p> <ul style="list-style-type: none"> <li>• Continue to evidence</li> <li>• create evidence report</li> </ul>	<p><b><u>Programming B – Selection in quizzes</u></b></p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use</p>	<p><b><u>Stop frame animation</u></b></p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation">https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</a></p>



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					<p>their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes">https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes</a></p>
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Y2 26/27	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 1   Confident Community Engagement						
KS2/3  Circle Central		<p><b><u>Houses &amp; Homes</u></b> <b><u>Families &amp; Friends</u></b> <b><u>Food Glorious Food</u></b></p> <p>How to use different equipment/technology (Basic Programming)</p> <p>headphones using the smart board</p>			<p><b><u>On the Move</u></b> <b><u>Transport</u></b></p> <ul style="list-style-type: none"> <li>Students to use the local buses and trains to travel to local areas</li> <li>Role play using the interactive play area- bus stop</li> </ul>	

		using the telephone camera remote toy TV controls Microwave Scissors Toothbrushes Hairdryers Toasters Washing machine Smoothie machine			<ul style="list-style-type: none"> <li>● Identifying Transport games</li> </ul> <p><a href="https://wordwall.net/resource/34704514/english/transportation">https://wordwall.net/resource/34704514/english/transportation</a></p> <ul style="list-style-type: none"> <li>● using the school bus to present oyster cards role play- using sound effects</li> <li>● London Transport Museum</li> <li>● Using traffic lights</li> <li>● Travelling around local area</li> </ul>	
KS4/5  Victoria		<p><b><u>Houses &amp; Homes</u></b></p> <p>1. Build a House Game (Drag-and-Drop Activity)</p>			<p><b><u>On the Move Transport</u></b></p> <p>Use of Community ICT facilities (Essential Skills)</p>	



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		<ul style="list-style-type: none"><li>• Tool: Chooselt! Maker, PowerPoint, Clicker</li><li>• Activity: Students drag house parts (roof, window, door) to build a simple house.</li><li>• Interaction: Touchscreen, switch, or eye gaze.</li><li>• Extension: Customize with student's own photo "inside" their digital house.</li></ul> <p>2. Matching Homes to People/Animals</p> <ul style="list-style-type: none"><li>• Tool: Grid 3 or PowerPoint</li></ul>			<ul style="list-style-type: none"><li>• Supermarket checkouts</li><li>• Shops- local visits</li><li>• Using traffic lights</li><li>• Self service</li><li>• Visit Library</li></ul>	
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		<ul style="list-style-type: none"> <li>● Activity: Match who lives where — e.g., person → house, bird → nest, dog → kennel.</li> <li>● Outcome: Builds reasoning and category skills with visuals and sound.</li> </ul> <p>3. Room Sorting Game</p> <ul style="list-style-type: none"> <li>● Tool: SMART Notebook, PowerPoint, Clicker</li> <li>● Activity: Drag items into the correct room — e.g., bed → bedroom, plate → kitchen.</li> <li>● Extension: Use real photos from student homes if possible for a</li> </ul>			
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		<p>personalised touch.</p> <p><b><u>Families &amp; Friends</u></b></p> <p>1. "My Family" Digital Book</p> <ul style="list-style-type: none"><li>● Tool: Book Creator, PowerPoint, Widgit Online</li><li>● Activity: Students build a digital book with photos or symbols for their family (or support staff/friends).</li><li>● Interaction: Choose from image sets or upload family photos with support.</li><li>● Outcome: Builds social awareness, identity, and</li></ul>				
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		<p>communication.</p> <p>2. Friendship Matching Game</p> <ul style="list-style-type: none"><li>• Tool: Chooselt! Maker</li><li>• Activity: Match activities with friends — e.g., swing → playground, books → library.</li><li>• Focus: Helps students associate people with shared experiences.</li></ul> <p>3. Communication Choice Board: "Let's Play Together"</p> <ul style="list-style-type: none"><li>• Tool: Grid 3 or GoTalk NOW</li><li>• Activity: Students</li></ul>				
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		<p>choose activities to do with friends using symbols (e.g., "Let's play blocks!").</p> <ul style="list-style-type: none"><li>● Outcome: Supports turn-taking, choice making, and social interaction using AAC.</li></ul> <p><b><u>Food Glorious Food</u></b></p> <p>1. Meal Sorting Activity</p> <ul style="list-style-type: none"><li>● Tool: PowerPoint, Chooselt! Maker, Clicker</li><li>● Activity: Students sort food into breakfast, lunch, dinner.</li><li>● Interaction: Drag-and-drop or switch</li></ul>				
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		<p>access.</p> <ul style="list-style-type: none"><li>• Extension: Use real photos of school meals or their home meals.</li></ul> <p>2. "What's Cooking?" Interactive Sound Game</p> <ul style="list-style-type: none"><li>• Tool: Sensory App House, PowerPoint with sound buttons</li><li>• Activity: Tap or click on food items to hear sizzling, boiling, chewing sounds.</li><li>• Focus: Sensory-rich activity to link food with sounds and cause-and-effect.</li></ul>				
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		<p>3. Virtual Grocery Shopping</p> <ul style="list-style-type: none"> <li>• Tool: Book Creator / SMART Notebook / Chooselt! Maker</li> <li>• Activity: Students choose foods to “put in their basket” from visual symbols or photos.</li> <li>• Extension: Categorise into fruits, vegetables, snacks, or link to healthy eating.</li> </ul> <p>4. Favourite Food Communication Game</p> <ul style="list-style-type: none"> <li>• Tool: Grid 3, PowerPoint</li> <li>• Activity: Students</li> </ul>			
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		<p>select “I like / I don’t like” symbols with food pictures.</p> <ul style="list-style-type: none"><li>• Interaction: AAC-based or switch-driven.</li><li>• Goal: Promotes choice-making and expressive communication.</li></ul> <p>EXT: Activity: “All About Me – My Life Book”</p> <ul style="list-style-type: none"><li>• Tool: Book Creator / PowerPoint</li><li>• Activity: Across several lessons, students build a personal digital book with sections:</li><li>• My Home</li></ul>				
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		<ul style="list-style-type: none"> <li>• My Family</li> <li>• My Favourite Food</li> <li>• My Friends</li> </ul>				
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Y2 26/27	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 2   Community Engagement and Employment Opportunities						
KS2/3  Northern Metropolitan	<p><b><u>Improving Mouse Skills</u></b></p> <ul style="list-style-type: none"> <li>• Use computers more purposefully</li> <li>• Log in and navigate around a computer</li> <li>• Drag, drop, click and</li> </ul>	<p><b><u>Programming 1: Algorithms Unplugged</u></b></p> <ul style="list-style-type: none"> <li>• Explain what an algorithm is.</li> <li>• Write clear algorithms.</li> <li>• Follow an algorithm.</li> </ul>	<p><b><u>E safety/Online Safety</u></b></p> <ul style="list-style-type: none"> <li>• Discuss what the internet is and how it can be used.</li> <li>• Recognise that the internet may affect mood or emotions.</li> </ul>	<p><b><u>Skills Showcase</u></b></p> <ul style="list-style-type: none"> <li>• Use a computer to make a list.</li> <li>• Explain the benefits of making a list on the computer.</li> </ul>	<p><b><u>Programming 2: BeeBots</u></b></p> <ul style="list-style-type: none"> <li>• Recognise cause and effect when pressing buttons on a Bee-Bot.</li> <li>• Discuss and demonstrate</li> </ul>	<p><b><u>Digital Imagery</u></b></p> <ul style="list-style-type: none"> <li>• Plan a pictorial story using photographic images in sequence.</li> <li>• Explain how to take clear photos.</li> </ul>

	<p>control a cursor using a mouse</p> <ul style="list-style-type: none"> <li>Use software tools to create art on the computer</li> </ul> <p><a href="https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/improving-mouse-skills/">https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/improving-mouse-skills/</a></p>	<ul style="list-style-type: none"> <li>Explain what inputs and outputs are.</li> <li>Create an achievable program.</li> <li>Decompose a design into steps.</li> <li>Identify bugs in an algorithm and how to fix them.</li> </ul> <p><a href="https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/algorithms-unplugged/">https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/algorithms-unplugged/</a></p>	<ul style="list-style-type: none"> <li>Recognise how internet use can affect and upset others.</li> <li>Identify which information is appropriate to share and post online and which is not.</li> </ul> <p><a href="https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/online-safety/">https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/online-safety/</a></p>	<ul style="list-style-type: none"> <li>Use a basic range of tools on graphics editing software to design a rocket.</li> <li>Sequence instructions.</li> <li>Follow instructions to build their model rocket.</li> <li>Input data about their rockets into a table or spreadsheet.</li> </ul> <p><a href="https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/rocket-to-the-moon/">https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/rocket-to-the-moon/</a></p>	<p>how the Bee-Bot works.</p> <ul style="list-style-type: none"> <li>Record video, ensuring everyone is in the shot.</li> <li>Give several clear instructions in sequence.</li> <li>Program a Bee-Bot to reach a destination.</li> <li>Identify and correct mistakes in their programming.</li> </ul> <p><a href="https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/programming/programming-beebot/">https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/programming/programming-beebot/</a></p>	<ul style="list-style-type: none"> <li>Take photos using a device.</li> <li>Edit photos by cropping, filtering and resizing.</li> <li>Search for and import images from the internet.</li> <li>Explain what to do if something makes them uncomfortable online.</li> <li>Organise images on the page, orientating where necessary.</li> </ul> <p><a href="https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/creating-media-digital-imagery/">https://www.kapowpri mary.com/subjects/computing/key-stage-1/year-1/creating-media-digital-imagery/</a></p>
<p>KS4/5 Piccadilly Jubilee Elizabeth</p>	<p><b><u>Connecting computers</u></b> students will develop their understanding of digital devices, with an initial focus on inputs,</p>	<p><b><u>Stop-frame animation</u></b> students will use a range of techniques to create a stop-frame</p>	<p><b><u>E Safety</u></b> Students will use the below schemes of work</p>	<p><b><u>Programming 1- Sequencing sounds</u></b> This unit explores the concept of sequencing</p>	<p><b><u>Creating media – Desktop publishing</u></b> Students will become familiar with the terms</p>	<p><b><u>Programming 2 - Events and actions in programs</u></b></p>

	<p>processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers">https://www.raspberrypi.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers</a></p>	<p>animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-2/creating-media-animation">https://www.raspberrypi.org/curriculum/key-stage-2/creating-media-animation</a></p>	<p>as a guide. The students will focus on:</p> <ul style="list-style-type: none"> <li>• Discuss what the internet is and how it can be used.</li> <li>• Recognise that the internet may affect mood or emotions.</li> <li>• Recognise how internet use can affect and upset others.</li> <li>• Identify which information is appropriate to share and post online and which is not.</li> <li>•</li> </ul> <p><a href="https://www.kapowprimary.com/subjects/computing/key-stage-1/year-1/online-safety/">https://www.kapowprimary.com/subjects/computing/key-stage-1/year-1/online-safety/</a></p>	<p>in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-2/programming-a-sequence-in-music">https://www.raspberrypi.org/curriculum/key-stage-2/programming-a-sequence-in-music</a></p>	<p>‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Students will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>	<p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-2/programming-b-events-and-actions">https://www.raspberrypi.org/curriculum/key-stage-2/programming-b-events-and-actions</a></p>
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					<a href="https://www.raspberrypi.org/curriculum/key-stage-2/creating-media-desktop-publishing">https://www.raspberrypi.org/curriculum/key-stage-2/creating-media-desktop-publishing</a>	
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Y2 26/27	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 3   Further Study and Skilled Work Opportunities						
KS2/3 District	<p><b><u>E safety/Online Safety</u></b></p> <ul style="list-style-type: none"> <li>Discuss what the internet is and how it can be used.</li> <li>Recognise that the internet</li> </ul>	<p><b><u>Introduction to Programming</u></b></p> <p>Understanding the precise nature of instructions through the use of sequences, variables, selections, operators and count-controlled loops. As well as modifying code.</p>	<p><b><u>Variables in Games</u></b></p> <p>Using variables to design and create a game. Understanding what variables are and how they are used as well as using events to set variables. To design, improve and evaluate their own game.</p>	<p><b><u>E safety</u></b></p> <p><i>Play Like Share</i> is a three-episode animated series (c. 6-7 minutes each) and accompanying resource pack which aims to help students learn how to stay safe from sexual abuse, exploitation and other risks they might encounter online.</p>	<p><b><u>Programming B – Selection in quizzes</u></b></p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is</p>	<p><b><u>Stop frame animation</u></b></p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to</p>

	<p>may affect mood or emotions.</p> <ul style="list-style-type: none"> <li>Recognise how internet use can affect and upset others.</li> <li>Identify which information is appropriate to share and post online and which is not.</li> </ul>	<p><a href="https://teachcomputing.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i">https://teachcomputing.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i</a></p>	<p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games">https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games</a></p>	<ul style="list-style-type: none"> <li>Safe Skills- Each student has a login saved on the Curriculum Drive- Computing</li> </ul> <p style="background-color: yellow;">*Resources will need to be adapted</p> <p><a href="https://www.ceopeducation.co.uk/professionals/resources/play-like-share/">https://www.ceopeducation.co.uk/professionals/resources/play-like-share/</a></p>	<p>true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes">https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes</a></p>	<p>their animation, such as music and text.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation">https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation</a></p>
<p>KS4/5</p> <p>Bakerloo Hammersmith Waterloo DLR</p>	<p><b><u>Programming Music</u></b></p> <ul style="list-style-type: none"> <li>Recognise that Scratch is a coding application with music elements.</li> <li>Predict the effects of different code blocks and explain</li> </ul>	<p><b><u>Introduction to Python</u></b></p> <ul style="list-style-type: none"> <li>Iterate ideas, testing and changing throughout the lesson and explain what their program does.</li> <li>Use nested loops in their</li> </ul>	<p><b><u>Computing OCR Part 1</u></b></p> <p>select the appropriate OCR level and complete with evidence for each required statement</p>	<p><b><u>Computing OCR Part 2</u></b></p> <p>Continuing to gather and consolidate OCR for deadline:</p> <ul style="list-style-type: none"> <li>Continue to evidence</li> </ul>	<p><b><u>E Safety Part 1</u></b></p> <p>Lesson 1: Intro to Online safety</p> <p>Lesson 2: Online reputation</p> <p>Lesson 3: Big Data</p> <p>Lesson 4: Right to Privacy</p>	<p><b><u>E Safety Part 2</u></b></p> <p>Lesson 7: Illegal content</p> <p>Lesson 8: Right to access</p> <p>Lesson 9: The Bubble</p> <p>Lesson 10: Protecting myself online</p>

	<p>discoveries from tinkering.</p> <ul style="list-style-type: none"> <li>• Code a soundtrack using sound blocks, loops and nested loops to enhance a scene.</li> <li>• Use loops to simplify a program and understand that nested loops can repeat a rhythm or pattern.</li> <li>• Decompose a program into smaller parts and remix existing code in new projects.</li> <li>• Identify errors in a program, debug them and evaluate the effectiveness of a program.</li> </ul> <p><a href="https://www.kapowprimary.com/subjects/computing/upper-key-stage-2/year-">https://www.kapowprimary.com/subjects/computing/upper-key-stage-2/year-</a></p>	<p>designs, explaining why they need two repeats.</p> <ul style="list-style-type: none"> <li>• Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does.</li> <li>• Use loops in Python and explain what the parts of a loop do.</li> <li>• Recognise that computers can choose random numbers; decompose</li> <li>• The program into an algorithm and modify a program to personalise it.</li> </ul>		<ul style="list-style-type: none"> <li>• create evidence report</li> </ul>	<p>Lesson 5: Data Protection</p> <p>Lesson 6: Fake news</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-4/online-safety/an-introduction-to-online-safety">https://teachcomputing.org/curriculum/key-stage-4/online-safety/an-introduction-to-online-safety</a></p>	<p>*Once students have finished the unit please visit/consolidate anything you have evaluated as needing to cover.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-4/online-safety/an-introduction-to-online-safety">https://teachcomputing.org/curriculum/key-stage-4/online-safety/an-introduction-to-online-safety</a></p>
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# Computing Long Term Plan

Latifa  
25-28

	<a href="#">5/programming-1-music-2/new-programming-1-music/</a>	<a href="https://www.kapowprimary.com/subjects/computing/upper-key-stage-2/year-6/intro-to-python/">https://www.kapowprimary.com/subjects/computing/upper-key-stage-2/year-6/intro-to-python/</a>				
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Y3 27/28	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Journey 1   Confident Community Engagement</b>						
KS2/3  Circle Central	_____	<b><u>Our School:</u></b> <ul style="list-style-type: none"> <li>• School scavenger</li> </ul>	_____	<b><u>Communities and Cultures</u></b>	_____	_____

		<p>hunt. Students can use Widget signs to locate areas in school and capture images of each part e.g. Office, Lunch Hall etc</p> <ul style="list-style-type: none"> <li>● Match the School Staff Game: Prepare digital cards with photos/icons of staff and their roles.</li> <li>● Following instructions (algorithms) asking students to take things using widget pictures to designated staff</li> </ul>		<p>Use the below link which focuses on when to ask for help:</p> <ul style="list-style-type: none"> <li>● The Adventures of Smartie the Penguin is a series of six stories for use with students to help explore life online and understand how and when to ask for help.</li> </ul> <p><a href="https://www.childnet.com/resources/smartie-the-penguin/">https://www.childnet.com/resources/smartie-the-penguin/</a></p> <p>*choose appropriate resources</p>		
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		<p><a href="https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/all-about-instructions/">https://www.kapowprimary.com/subjects/computing/eyfs/eyfs-years/all-about-instructions/</a></p> <p><b><u>My Amazing Body:</u></b></p> <ul style="list-style-type: none"> <li>• Create simple animations showing actions like clapping, jumping, or waving, helping them connect computing with physical movement.</li> </ul>				
<p>KS4/5</p> <p>Victoria</p>		<p><b><u>Our School</u></b></p> <p>Where Am I? Interactive Game:</p> <ul style="list-style-type: none"> <li>• Activity: Show a photo of a school location (e.g., sensory room, lunch hall). Students select the correct</li> </ul>		<p><b><u>Communities and Cultures</u></b></p> <ul style="list-style-type: none"> <li>• Using supermarkets</li> <li>• Local shops</li> <li>• Transport</li> <li>• Using traffic lights</li> <li>• Self service</li> <li>• Library checkout</li> </ul>		



## Computing Long Term Plan

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		<p>name/symbol from choices.</p> <p>Photo Hunt Around School:</p> <ul style="list-style-type: none"><li>• Activity: Take tablets around school and let students take photos of specific rooms or people.</li><li>• Extension: Create a simple collage, slide show, or "My School Book" using Book Creator or PicCollage.</li></ul> <p><b><u>Settling In</u></b></p> <p>All About Me" Digital Book</p>				
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		<ul style="list-style-type: none"> <li>● Tool: Book Creator / PowerPoint / Clicker</li>   <li>● Activity: Students build a personalised “All About Me” book with support — include their name, photo, favourite activity, food, or object using symbols or photos.</li>   <li>● Interaction: Use switches, eye gaze, or touch to choose from pre-made options (e.g. “I like... bubbles / music / swings”).</li>   <li>● Outcome: Helps students share who they are with staff and peers</li> </ul>			
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## Computing Long Term Plan

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		<p style="text-align: center;">in a low-pressure, accessible way.</p> <p><b><u>My Amazing Body</u></b></p> <p>My senses exploration Students use the iPads to support their senses:</p> <ul style="list-style-type: none"> <li>- Finger Paint app</li> <li>- Sketch Pad</li> <li>- Garage Band</li> <li>- Music Lab (will need to be set up on iPad)</li> </ul>				
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Y3 27/28	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Journey 2   Community Engagement and Employment Opportunities</b>
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<p style="text-align: center;">KS2/3  Northern Metropolitan</p>	<p><b><u>Computing systems and networks – IT around us</u></b></p> <p>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us">https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us</a></p>	<p><b><u>Creating Media-Photography</u></b></p> <p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography</a></p>	<p><b><u>E safety</u></b></p> <ul style="list-style-type: none"> <li>● Creating and managing passwords</li> <li>● Protecting your devices</li> <li>● Suspicious contact</li> </ul> <p><a href="https://pshe-association.org.uk/resource/cyberchoices">https://pshe-association.org.uk/resource/cyberchoices</a></p> <p><a href="https://pshe-association.org.uk/resource/nca-ceop-education-connect">https://pshe-association.org.uk/resource/nca-ceop-education-connect</a></p>	<p><b><u>Programming 1: Robot Algorithms</u></b></p> <p>This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms">https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms</a></p>	<p><b><u>Creating Media</u></b></p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their creations and compare creating music digitally and non-digitally.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music">https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music</a></p>	<p><b><u>Using other devices</u></b></p> <p>Students will learn to use the laptops:</p> <ul style="list-style-type: none"> <li>● Logging on and off</li> <li>● opening Word via desktop</li> <li>● using Word</li> <li>● understanding the keyboard</li> <li>● Typing skills</li> </ul> <p><a href="https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing">https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing</a></p> <p><a href="https://www.typing.com/en-gb/student/games">https://www.typing.com/en-gb/student/games</a></p>
<p style="text-align: center;">KS4/5  Piccadilly Jubilee Elizabeth</p>	<p><b><u>Admin skills</u></b></p> <p>Students will recap how to use different software on the laptop:</p>	<p><b><u>Clear messaging in digital media</u></b></p> <p>Students will work between different</p>	<p><b><u>Networks</u></b></p> <p>Imagine a world without computer networks: there would</p>	<p><b><u>E safety</u></b></p> <ul style="list-style-type: none"> <li>● How to keep safe online</li> </ul>	<p><b><u>Programming in Scratch – part I</u></b></p> <p>The aim of this unit and the following unit</p>	<p><b><u>Programming in Scratch – part II</u></b></p> <p>This unit begins right where ‘Programming I’</p>

	<ul style="list-style-type: none"> <li>• Word- typing skills, font-size, colour, format etc</li> <li>• PPT: create a presentation-copy and paste, design</li> <li>• Email- log on and off, understanding the importance of emails, sending an email, replying to an email</li> </ul> <p>*depending on the length of term, please divide equally. ideally a focus on each topic for 2 sessions.</p>	<p>applications to create a poster and slides on a given theme. The unit is designed so that learners can concentrate on applying skills that they may have previously learnt as well as those learnt in the unit. Learners are given clear tasks for which they need to first plan and then implement a solution. A rubric is used to help learners focus on specific aspects of their work.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-3/clear-messaging-in-digital-media">https://www.raspberrypi.org/curriculum/key-stage-3/clear-messaging-in-digital-media</a></p>	<p>be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes; no online shopping; no file sharing; and no central backups of information. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-3/networks-from-semaphores-to-the-internet">https://www.raspberrypi.org/curriculum/key-stage-3/networks-from-semaphores-to-the-internet</a></p>	<ul style="list-style-type: none"> <li>• Who to ask for help</li> <li>• Online/phone bullying</li> <li>• Online laws</li> <li>• digital footprint</li> </ul> <p>*Loads of great resources online for each topic- please choose accordingly-age appropriate/Keystage</p>	<p>(Programming II) is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i">https://www.raspberrypi.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i</a></p>	<p>left off. Students will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Students will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit.</p> <p><a href="https://www.raspberrypi.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i">https://www.raspberrypi.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-i</a> <a href="https://www.raspberrypi.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-ii">https://www.raspberrypi.org/curriculum/key-stage-3/programming-essentials-in-scratch-part-ii</a></p>
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Y3 27/28	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
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Journey 3   Further Study and Skilled Work Opportunities						
KS2/3 District	<p><b><u>Computing Systems and Networks 1: Networks</u></b></p> <ul style="list-style-type: none"> <li>Recognise that a network is two or more devices connected and its purpose.</li> <li>Identify key components that make up the school's network.</li> <li>Explain the difference between wired and wireless connections.</li> <li>Recognise that files are saved on a server.</li> <li>Understand the role of the server in a network when requesting a website.</li> </ul>	<p><b><u>Programming 1: Scratch</u></b></p> <ul style="list-style-type: none"> <li>Explain what some of the blocks do in Scratch.</li> <li>Explain what a loop is and include one in their program.</li> <li>Suggest possible additions to an existing program by remixing code.</li> <li>Recognise where something on screen is controlled by code.</li> <li>Use a systematic approach to find bugs.</li> <li>Understand the definitions</li> </ul>	<p><b><u>E safety</u></b></p> <ul style="list-style-type: none"> <li>Differentiate between fact, opinion and belief online.</li> <li>Explain how to deal with upsetting online content.</li> <li>Recognise that digital devices communicate with each other to share personal information.</li> <li>Explain what social media platforms are used for.</li> <li>Recognise why social media platforms are age-restricted.</li> <li>Safe Skills- Each student has a login</li> </ul>	<p><b><u>Programming 2: Scratch</u></b></p> <ul style="list-style-type: none"> <li>Understand how to create a simple script in Scratch.</li> <li>Add or change a sprite and prevent it from rotating.</li> <li>Use decomposition to identify key features and understand how to decipher actions that make the quiz game work.</li> <li>Understand what a variable is and how to use the 'say' and 'ask' blocks.</li> </ul>	<p><b><u>Using Other devices</u></b></p> <ul style="list-style-type: none"> <li>Describe the purpose of a trailer.</li> <li>Create a storyboard for a book trailer.</li> <li>Consider camera angles when taking photos or videos.</li> <li>Import videos and photos into film editing software.</li> <li>Record sounds and add these to a video.</li> <li>Add text to a video.</li> <li>Incorporate transitions between images.</li> <li>Evaluate their own and</li> </ul>	<p><b><u>Emailing</u></b></p> <ul style="list-style-type: none"> <li>Log in and out of email.</li> <li>Send a simple email with a subject plus 'To' and 'From' in the body of the text.</li> <li>Edit an email.</li> <li>Type in the email address correctly and send the email.</li> <li>Add an attachment to an email.</li> <li>Write an email using positive language, with an awareness of how it will make the recipient feel.</li> <li>Recognise unkind behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>Identify parts of a website's journey to reach your computer.</li> <li>Recognise that routers connect to send information.</li> <li>Understand that data is broken into packets.</li> </ul> <p><a href="https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/networks/">https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/networks/</a></p>	<p>of decomposition and algorithm and how they are used to create accurate code.</p> <p><a href="https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/">https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/programming-scratch/</a></p>	<p>saved on the Curriculum Drive- Computing</p> <p><a href="https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/online-safety/">https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/online-safety/</a></p>	<ul style="list-style-type: none"> <li>Create a variable and be able to use a variable to record a score.</li> <li>Understand what a variable is and how it works within a program.</li> </ul> <p><a href="https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-4/programming-1-further-coding-with-scratch/">https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-4/programming-1-further-coding-with-scratch/</a></p>	<p>others' trailers.</p> <p><a href="https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/digital-literacy-2/video-trailers-using-ipads-assessment/">https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/digital-literacy-2/video-trailers-using-ipads-assessment/</a></p>	<p>online and know how to report it.</p> <ul style="list-style-type: none"> <li>Offer advice to victims of cyberbullying.</li> <li>Recognise when an email may be fake and explain how they know.</li> </ul> <p><a href="https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/year-3-emailing-unit/microsoft-emailing-unit/">https://www.kapowpri.com/subjects/computing/lower-key-stage-2/year-3/year-3-emailing-unit/microsoft-emailing-unit/</a></p>
<p>KS4/5 Bakerloo Hammersmith Waterloo DLR</p>	<p><b>Communication Online</b></p> <p><i>*Essential Skills Scheme- Exchanging Email</i></p> <ul style="list-style-type: none"> <li>Understanding the uses and importance of emails</li> </ul>	<p><b>Programming</b></p> <p>Students will learn how to navigate Scratch. This unit will promote self guided learning.</p> <p>Students will learn the basics of programming concepts such as</p>	<p><b>Computing OCR Part 1</b></p> <p>select the appropriate OCR level and complete with evidence for each required statement</p>	<p><b>Computing OCR Part 2</b></p> <p>Continuing to gather and consolidate OCR for deadline:</p> <ul style="list-style-type: none"> <li>Continue to evidence</li> </ul>	<p><b>Creating media- Photo Editing</b></p> <p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the</p>	<p><b>E safety</b></p> <ul style="list-style-type: none"> <li>Making the right choices online:</li> </ul> <p><a href="https://pshe-association.org.uk/resource/nca-cyber-choices">https://pshe-association.org.uk/resource/nca-cyber-choices</a></p> <ul style="list-style-type: none"> <li>Online Financial harm</li> </ul>

	<ul style="list-style-type: none"> <li>● Accessing email</li> <li>● Writing a simple email</li> <li>● Replying to emails</li> <li>● Arrange an event with friends using an email</li> <li>● Attach photographs/videos, documents to emails</li> </ul>	<p>sequencing, loops, and conditionals by creating interactive stories and games in Scratch. They also develop problem-solving skills and creativity while designing their own projects.</p> <p><a href="https://www.teach-ict.com/2016/ks3/sows/sow17/sow_menu.html">https://www.teach-ict.com/2016/ks3/sows/sow17/sow_menu.html</a></p> <p><i>*Please create your account to access Lesson plans and student resources</i></p>		<ul style="list-style-type: none"> <li>● create evidence report</li> </ul>	<p>impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p><a href="https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing">https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing</a></p>	<p><a href="https://pshe-association.org.uk/resource/online-financial-harms">https://pshe-association.org.uk/resource/online-financial-harms</a></p> <p><a href="https://pshe-association.org.uk/resource/nca-exploring-cybercrime">https://pshe-association.org.uk/resource/nca-exploring-cybercrime</a></p> <ul style="list-style-type: none"> <li>● Digital footprint</li> <li>● Sexting laws</li> <li>● Age appropriate</li> <li>● Grooming</li> <li>● Safer Connections</li> <li>● Online Blackmail:</li> </ul> <p><a href="https://pshe-association.org.uk/resource/nca-ceop-online-blackmail">https://pshe-association.org.uk/resource/nca-ceop-online-blackmail</a></p> <ul style="list-style-type: none"> <li>● Safe Skills- Each student has a login saved on the Curriculum Drive- Computing</li> </ul>
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