

Intent: Pupils will become familiar with WP software and be able to use its functions effectively.
 Pupils will be familiar with the Internet, the web, browsers and search engines and how to use it safely.
 Pupils to have the opportunity to explore program design and put computational thinking into practice.
 To use a variety of software to manipulate and present digital content and information.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn 1	1-7	Developing WP skills <i>Font</i> <i>Bold</i> <i>Italic</i> <i>Underline</i>	To find and use appropriate word processing packages. To Evaluate a range of printed and electronic texts. To work with text, images and sound to explore and share ideas. To use a range of formatting techniques.	Literacy – Reading Decoding. Reading with support. Reading independently. Talk or write about text/pictures. Ask questions.
Autumn 2	8-12	Internet Research <i>Internet</i> <i>Internet browser</i> <i>Search</i> <i>Search engine</i> <i>Spoof website</i> <i>Website</i>	To find and use information to answer questions. To sort and organise information and present it in different forms. To understand the importance of using the internet safely.	Answer questions. Give opinion. Listen to an opinion. Develop vocabulary. Comprehend. Research. Literacy – Writing Make marks on material.
Spring 1	1-6	Coding <i>Algorithm</i> <i>Bug</i> <i>Code Design</i> <i>Command</i> <i>Control</i> <i>Debug/Debugging</i> <i>Design Mode</i> <i>Variable</i>	To understand what a variable is in programming. To show how a character repeats an action. To show how a character repeats an action. To make a character respond to user keyboard input. To create an algorithm modelling the sequence of a simple event. To attempt to break down aims for a coding task into smaller achievable steps.	Practise spelling. Write with support. Write independently. Write for a purpose. Present work. Correct own work. Act on feedback. Summarise. Literacy – GPS/Spoken Language
Spring 2	7-12	Online Safety <i>Internet</i> <i>Username</i> <i>Website</i> <i>Webpage</i> <i>Spoof website</i> <i>PEGI rating</i>	To know that security symbols such as a padlock protect their identity online. To know what a computer virus is. To know the difference between researching and using information and copying it. To give reasons for limiting screen time.	Take part in discussion. Use new vocabulary. Present information and opinions. Act on feedback for spoken language. Numeracy – Problem-Solving Skills Working systematically. Visualisation. Logical reasoning. Trial and improvement. Pattern spotting
Summer 1	1-5	Introduction to Spreadsheets <i>Spreadsheet</i> <i>Copy and Paste</i> <i>Columns</i> <i>Cells</i>	To explain what rows and columns are in a spreadsheet. To open, save and edit a spreadsheet. To use a spreadsheet to solve a mathematical puzzle. To create a simple table of data on a spreadsheet. To use data to create a block graph manually.	Geometry/Position and Direction Skills Construct shapes/nets. Read and plot coordinates. Statistics Skills Interpret a pictogram/ bar/tally/line/pie chart. Organising and presenting data.
Summer 2	6-12	Digital Skills <i>Digital</i>	To know that digital content can be represented in many forms. To talk about their work and make improvements.	SMSC – Spiritual Be Creative. Use imagination. Reflect on own success.

				<p>SMSC – Moral Recognise right and wrong. Respect the law. Understand consequences. Investigate moral and ethical issues.</p> <p>SMSC – Social Accept the rule of law. Demonstrate mutual respect. Cooperate with others.</p>
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Intended impact: To use computational thinking and creativity to understand and change the world.
For pupils to become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology.
Understand the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
For pupils to be able to use their digital skills across the curriculum.
For pupils understand how children can protect themselves from online identity theft.
Understand that information put online leaves a digital footprint.

