

Key Stage	Year		Autumn 1	Autumn 2 Understanding The World Around Us	Spring 1 Office Skills	Spring 2 Digital Creativity	Summer 1 Programming	Summer 2 Using And Applying In The Digital World
Lower School	Y3 - 6	Topic	Computer Taster Lessons  Students have the opportunity to experience a variety of skills they will be working on through the year.	Computer Skills  Students start to recognise a range of digital devices and the basic parts of a computer.  They understand that digital content can be accessed from different devices and basic adding and editing of documents.	Word Processing Skills  Students start to develop that you can add edit and change digital content, e.g. the appearance of text. They select basic options to change the appearance of digital content, e.g. making text bold. They select media (e.g. images) to present information on a topic.	Painting  Students plan out digital content, and present ideas and information by combining media independently. They use artwork to develop the concept of tools used in painting software. They talk about what makes digital content good or bad and edit digital content to improve it.	What is an algorithm  Students explore technology and try alternative approaches to achieve a goal. They understand that we control computers and that they can follow instructions to control a digital device. They can order the steps of a known task, and recognise patterns in groups of objects.	Using and Applying  Students complete a vocational task, incorporating all the skills they have learnt over the year and incorporating it within a project that enables them to use these skills within a real life setting.
		E-Safety	I Know my Rules	SfL - Share With Care SfW/FE - Personal Data	SfL - Its Cool to Be Kind SfW/FE - Challenges	SfL - Secure Your Secrets SfW/FE - Age Restrictions	SfL - Dont Fall For Fake SfW/FE - Unsafe Communication	SfL - When In Doubt, Talk it Out SfW/FE - Perfect Passwords
Lower School	Y7	Topic	Computer Taster Lessons  Students have the opportunity to experience a variety of skills they will be working on through the year.	Using the internet  Students work on understanding that the internet is made up of computers from all over the world, connected together and that not all information on the internet is true.	Presentation Skills  Students start to apply simple edits to digital content to achieve a particular effect, e.g. change the font of text for a reason. They combine media with support to present information, e.g. they choose images to accompany text.	Computer Art  Students use a variety of software to combine media in order to present information. They evaluate existing and their own digital content and edit their own content to improve it according to feedback. They edit existing digital content to make a new version with an awareness of copyright.	How do I write efficient algorithms  Students understand that we control computers by giving them instructions. They can identify and list steps of a known task in order, and understand that this is called an algorithm. They can create a short sequence of instructions to control a device.	Using and Applying  Students complete a vocational task, incorporating all the skills they have learnt over the year and incorporating it within a project that enables them to use these skills within a real life setting.
		E-Safety	I Know my Rules	SfL - Share With Care SfW/FE - Online Gaming/Video Chat	SfL - Its Cool to Be Kind SfW/FE - Boundaries	SfL - Secure Your Secrets SfW/FE - Privacy Settings	SfL - Dont Fall For Fake SfW/FE - Fake Profiles	SfL - When In Doubt, Talk it Out SfW/FE - Keeping Healthy
Middle School	Y8	Topic	How do I use repetition in programs  Students can create algorithms and understand that the order of instructions is important. They can debug an error in a simple algorithm or program, and predict the outcome of an algorithm or program. Pupils understand that computers have no intelligence and we have to program them to do things.	Internet Research and Communication  Students look at collecting, organising and presenting information from the internet using a range of media. They design and create digital content for a purpose. Pupils collaborate using a variety of tools, such as blogs, Google Drive etc. They understand that we use a web browser to access the internet. They recognise what kind of websites are trustworthy sources of information and the benefits and risks of different apps and websites.	Presentation Skills  Students collect, organise and present information effectively using a range of media. They use more complex tools to edit and enhance media for a particular effect. They can present their own views/ideas and present this to others.	Animation  Students combine media with support to present information, e.g. using objects and images to create an animation and select options to change the appearance of digital content. Students look at the concept of animation is a method by which still figures are manipulated to appear as moving images. They understand that content they create belong to the person that first created them.	How do I use repetition in programs  Students can create algorithms and understand that the order of instructions is important. They can debug an error in a simple algorithm or program, and predict the outcome of an algorithm or program. Pupils understand that computers have no intelligence and we have to program them to do things.	Using and Applying  Students complete a vocational task, incorporating all the skills they have learnt over the year and incorporating it within a project that enables them to use these skills within a real life setting.
		E-Safety	I Know my Rules	SfL - Share With Care SfW/FE - Online Gaming/Chatting Online	SfL - Its Cool to Be Kind SfW/FE - Content: How it can be used and shared	SfL - Secure Your Secrets SfW/FE - Pop Up Messages	SfL - Dont Fall For Fake SfW/FE - Disinformation, misinformation and Hoaxes	SfL - When In Doubt, Talk it Out SfW/FE - Safe Sharing/Images
	Y9	Topic	How do I improve my algorithms  Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). Pupils use repetition to make programs more efficient. They plan out their programs and algorithms, and test the effectiveness of their algorithm. Pupils use the language if... then... to describe the relationship between two actions.	Podcasts  Students use technology to explore and access digital content. They operate digital devices to fulfil a task, e.g. recording sound, create simple digital content sharing with others. Students work on recording sound and how we use this to present information on the internet. Students show awareness that information can be public or private, and that some online content is inappropriate.	Spreadsheet Skills  Students know that there is a difference between data and information. They can collect a range of data on a theme and present this in a easily visual way. They can enter data in a spreadsheet and answer simple questions about information stored in a spreadsheet.	3D Modelling  Students create 3D objects to create objects. Students look at how objects around us and the 3D shapes that are used to create them. Students combine 3D Shapes to create digital content that can be viewed at all angles.	How do I improve my algorithms  Pupils understand that instructions need to be clear and unambiguous in an algorithm. They can evaluate the success of an algorithm or program, and identify and correct errors (debugging). Pupils use repetition to make programs more efficient. They plan out their programs and algorithms, and test the effectiveness of their algorithm. Pupils use the language if... then... to describe the relationship between two actions.	Using and Applying  Students complete a vocational task, incorporating all the skills they have learnt over the year and incorporating it within a project that enables them to use these skills within a real life setting.
		E-Safety	I Know my Rules	SfL - Share With Care SfW/FE - Persuasive Design	SfL - Its Cool to Be Kind SfW/FE - Illegal Downloads	SfL - Secure Your Secrets SfW/FE - Content which incites	SfL - Dont Fall For Fake SfW/FE - Safe Sharing/Real Time Sharing	SfL - When In Doubt, Talk it Out SfW/FE - Digital Footprint
		Topic	How do I write complex algorithms  Students understand the difference between and use if... then... and if... then... else... statements. They combine a variable with relational operators (< = >) to determine when a program changes. They recognise the audience when designing and creating digital content. Students evaluate their own content against success criteria and make improvements accordingly.	How Computers Work  Students look at how computers work, what devices we can use with a computer and/or internal mechanisms of how a computer operates. Students understand that computers require input/output and that computers require Hardware and Software to run.	Spreadsheet Skills  Students understand what a spreadsheet is and what it is used for. They use formulae in a spreadsheet to find out information from a set of data. They produce graphs from data in a spreadsheet and evaluate data and information shown.	Film Making/Editing  Students select media (e.g. images, video, sound) to present information on a topic and understand that you can edit and change digital content. Students combine media with support to present information, e.g. images, video and sound, and select basic options to change the appearance of digital content.	How do I write complex algorithms  Students understand the difference between and use if... then... and if... then... else... statements. They combine a variable with relational operators (< = >) to determine when a program changes. They recognise the audience when designing and creating digital content. Students evaluate their own content against success criteria and make improvements accordingly.	Using and Applying  Students complete a vocational task, incorporating all the skills they have learnt over the year and incorporating it within a project that enables them to use these skills within a real life setting.

Upper School	Y10	E-Safety	I Know my Rules	SfL - Share With Care SfW/FE - Live Streaming	SfL - Its Cool to Be Kind SfW/FE - Location Sharing/Online Gaming	SfL - Secure Your Secrets SfW/FE - Abuse (Online)	SfL - Dont Fall For Fake SfW/FE - Clickjacking	SfL - When In Doubt, Talk it Out SfW/FE - Grooming
		Topic	Pre-accreditation accessibility - ASDAN - FOCUS (For students who are not able to access Entry Level 1) Functional Skills Accreditation Entry Level 1 - Level 2					
	Y11	E-Safety	I Know my Rules	SfL - Share With Care SfW/FE - Fraud	SfL - Dont Fall For Fake SfW/FE - Targetting on Online Content (including on Social media and search engines)	SfL - Secure Your Secrets SfW/FE - Pornogrpahy		SfL - When In Doubt, Talk it Out SfW/FE - Fake Websites and Scam emails