	E-safety to be taught throughout the year	Autumn 1 Marvellous Me	Autumn 2 Celebrations	Spring 1 Perfect Pirates	Spring 2 Amazing Animals	Summer 1 Out of this world	Summer 2 Let's go
		Technology Around Us	**Digital Painting**	**Grouping Data**	**Moving A Robot**	**Digital Writing**	**Music**
KS1 Following Teach Computing Scheme	Make links between the online and offline world; Recall all of the SMART rules for Internet safety; Recognise which personal information they should keep safe from strangers;	Explain technology as something that helps us Locate examples of technology in the classroom Name the main parts of a computer Switch on and log into a computer Use a mouse to click and drag Click and drag to make objects on a screen Use a mouse to create a picture Use a mouse to open a program Save my work to a file Say what a keyboard is for Type my name on a computer Delete letters Open my work from a file Use the arrow keys to move the cursor Implement a set of rules for computer use discuss how we benefit from these rules Give examples of some of these rules Identify rules to keep us safe and healthy when we are using technology in and beyond the home	Make marks on a screen and explain which tools I used I can draw lines on a screen and explain which tools I used I can use the paint tools to draw a picture Key vocabulary paint program, tool, paintbrush, erase, fill, undo	Count a group of objects Describe a property of an object Find objects with similar properties Choose how to group objects Record how many objects are in a group Group objects to answer a question Record and share what I have found	Match a command to an outcome Predict the outcome of a command on a device Run a command on a device Follow an instruction Give directions Recall words that can be acted out Compare forwards and backwards movements Predict the outcome of a sequence involving forwards and backwards commands Start a sequence from the same place Compare left and right turns Experiment with turn and move commands to move a robot Predict the outcome of a sequence involving up to four commands Choose the order of commands in a sequence Debug my program Explain what my program should do Identify several possible solutions Plan two programs Use two different programs to get to the same place	Identify and find keys on a keyboard Open a word processor Recognise keys on a keyboard Enter text into a computer Use backspace to remove text Use letter, number, and space keys Explain what the keys that I have learnt about already do Identify the toolbar and use bold, italic, and underline Type capital letters Change the font Select all of the text by clicking and dragging Select a word by double-clicking Decide if my changes have improved my writing Say what tool I used to change the text Use 'undo' to remove changes Explain the differences between typing and writing Make changes to text on a computer Say why I prefer typing or writing	Connect images with sounds Relate an idea to a piece of music Use a computer to experiment with pitch Explain how my music can be played in different ways Identify that music is a sequence of notes Refine my musical pattern on a computer Add a sequence of notes to my rhythm Create a rhythm which represents an animal I've chosen Create my animal's rhythm on a computer Explain how I changed my work Listen to music and describe how it makes me feel Review my work Describe music using adjectives Identify simple differences in pieces of music Say what I do and don't like about a piece of music Create a rhythm pattern Explain that music is created and played by humans Play an instrument following a rhythm pattern
KS1 Vocabulary	safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal; key, question, tell, safe, share, stranger, danger, internet.	Information technology (IT), computer tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.	paint program, tool, paintbrush, erase, fill, undo Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool Henri Matisse, shape tool, fill tool Wassily Kandinsky, tools, feelings, colour, brush style Georges Seurat, pointillism, brush size pictures, painting, computers, like, prefer, dislike	Object, label, search, image Group, object, label, property, label, colour, size, shape more, less, most, least, fewest, the same value ,colour, data set size, shape, more, less, most, fewest	algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.	Word processor, keyboard, keys, letters, type, enter, shift and arrow keys Numbers, space, backspace, text cursor Capital letters, toolbar, bold, italic, underline Mouse, select, font Undo, redo, font, format Compare, typing, writing	Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions Pattern, rhythm, pulse Neptune, pitch, tempo, rhythm, notes Create, emotion, pitch, pulse/beat, tempo, instrument, rhythm, notes

		Autumn 1 Happy and Healthy	Autumn 2 Superheroes/People who help us	Spring 1 Castles	Spring 2 All creatures great and small	Summer 1 Once upon a time	Summer 2 Summer
)	E-safety to be taught throughout the year	Information Around US	Digital Photography	Robot Algorithms	Pictograms	Digital Writing	Music

KS1
Following Teach Computing Scheme
	identify what things count as personal information;
	
	identify what is appropriate and inappropriate behaviour on the internet;
	
	Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;
	
	seek help from an adult when they see something that is unexpected or worrying;
	
	demonstrate how to safely open and close applications and log on and log off from websites;
		Describe some uses of computers
		Identify examples of computers
		Identify that a computer is a part of IT
		  Identify examples of IT
		  Identify that some IT can be used in more than one way
		  Sort school IT by what it's used for
		Find examples of information technology
		Sort IT by where it is found
		Talk about uses of information technology
		Demonstrate how IT devices work together
		Recognise common types of technology
		Say why we use IT
		List different uses of information technology
		Say how rules can help keep me safe
		Talk about different rules for using IT
		  Explain the need to use IT in different ways
		  Identify the choices that I make when using IT
		  Use IT for different types of activities
			Use a digital device to take a photograph
			Make choices when taking a photograph
			Describe what makes a good photograph
			Decide how photographs can be improved
			
			Use tools to change an image
			
			Explain what I did to capture a digital photo
			Recognise what devices can be used to take photographs
			Talk about how to take a photograph
			
			Explain the process of taking a good photograph
			Explain why a photo looks better in portrait or landscape format
			Take photos in both landscape and portrait format
				Understand what algorithms are, how they are implemented as programs on digital devices
				Create, debug and use logical reasoning to predict the behaviour of simple programs.
				Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;
				Use programmable toys or turtle program
					Compare totals in a tally chart
					Record data in a tally chart
					Represent a tally count as a total
					Enter data onto a computer
					Use a computer to view data in a different format
					Use pictograms to answer simple questions about objects
					Explain what the pictogram shows
					Organise data in a tally chart
					
					Use a tally chart to create a pictogram
					Answer 'more than'/'less than' and 'most/least' questions about an attribute
					Create a pictogram to arrange objects by an attribute
					Tally objects using a common attribute
					Choose a suitable attribute to compare people
					Collect the data I need
					Create a pictogram and draw conclusions from it
					Give simple examples of why information should not be shared
					Share what I have found out using a computer
					Use a computer program to present information in different ways
						Identify and find keys on a keyboard
						Open a word processor
						Recognise keys on a keyboard
						Enter text into a computer
						Use backspace to remove text
						Use letter, number, and space keys
						Explain what the keys that I have learnt about already do
						Identify the toolbar and use bold, italic, and underline
						Type capital letters
						Change the font
						Select all of the text by clicking and dragging
						Select a word by double-clicking
						Decide if my changes have improved my writing
						Say what tool I used to change the text
						Use 'undo' to remove changes
						Explain the differences between typing and writing
						Make changes to text on a computer
						Say why I prefer typing or writing
							Compare different programming tools
							Find which commands to move a sprite
							Use commands to move a sprite
							Run my program
							
							Use a Start block in a program
							Use more than one block by joining them together
							Change the value
							
							Find blocks that have numbers
							Say what happens when I change a value
							Add blocks to each of my sprites
							Delete a sprite
							
							Show that a project can include more than one sprite
							Choose appropriate artwork for my project
							
							Create an algorithm for each sprite
							Decide how each sprite will move
							Add programming blocks based on my algorithm
							
							Test the programs I have created
							Use sprites that match my design

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