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<tr><td>Computer
Tablet
Phone
internet</td><td>See EYFS curriculum.</td><td>Know that games, apps and platforms have a recommended age for use.
Know how to report inappropriate content or conduct.
Know how to communicate appropriately with others using online technology.</td></tr>
<tr><td colspan="3">Key assessment questions</td></tr>
<tr><td colspan="3">Can you tell me about the technology your use in your life?
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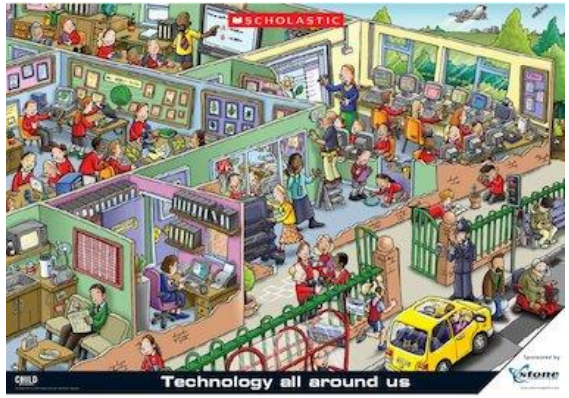
<tr><td colspan="2">Knowledge to be taught</td><td>Useful pictures / diagrams / weblinks</td></tr>
<tr><td colspan="2">Know what information technology devices are how we can recognise them.
Know which information technology devices they use in their life outside of school.
Know the purpose of the information technology devices they use in their life outside of school.
Handle information devices safely and with respect.
Choose appropriate devices to achieve a goal or perform a task.</td><td>Keeping safe online - BBC Bitesize
CEOP Education
Safer Internet Day 2024: Teaching resources - BBC Teach
  </td></tr>
<tr><td colspan="2">Definitions / technical vocabulary for teachers.</td><td></td></tr>
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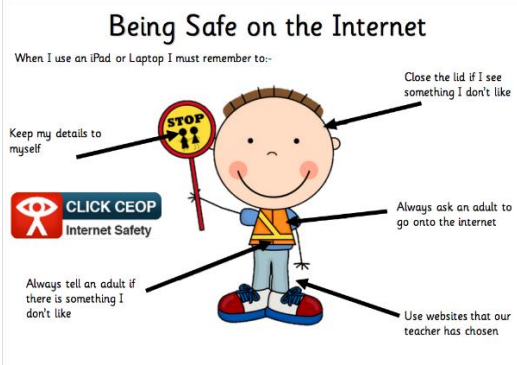
Medium term plan – Year 1 – Autumn 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Be aware that there are technological devices in the learning environment and be able to differentiate between a device and its function.	Be able to recognise and name common household devices.	Be able to recognise and name devices that they use independent or with an adult.	Know the function of some of the devices they use on a regular basis or that are used in their homes or school.	Know the function of some of the devices they use on a regular basis or that are used in their homes or school.	Have some understanding that things were not the same in the past and that the world has changed.
Key learning focus for the lesson (s)	Discuss, What technology can we see in our classroom? Place a marker on all of the technology the learners have spotted. Go on a technology safari around school. What technology can we find, place markers and record with photographs.	Revisit the technology that we found around school. Do we have the same technology at home? Show examples of common household technology. Learners perform an action if they have it in their house. Use as an opportunity to check that all learners can identify household technology. Learners use provided images to record the technology they have in their house.	Discuss, do learners have any devices that are theirs. Like a tablet, phone, TV or game system? This will link with identifying the devices from the previous session. Using colour corners identify which devices learners have of their own. Inside a small outline image of a child learners record their devices in images and words.	What do we use the technology in our lives for? Why do we use technology? Why do we play on a game system instead of using a ball? Why do we use a tablet instead of reading a book? Discuss what we use different devices for, do we all use them for the same things? Learners add to their 'My devises' a sentence telling us what they use it for.	Discuss, what would life be like without our devices? How did people perform tasks before we had ICT devices to help us? Give out images of common devices, what can we do with them? What about household devices like smart TVs? Leaners link device to function by telling us what they can do because they have got that device.	Using mobile phones as an example order images of models over time. Discuss how they have changed. How long do we think people have had mobiles, did their grandparents have a mobile when they were little? Encourage understanding that we have not always had the technology that we have now. Learners order images of computers over time and stick in books along a timeline. Come back together and discuss how computers have changed.
Potential amendments for SEND	Provide learners with a glossary of key terms which they can refer to during the lesson. Use rephrasing techniques to strengthen learner answers with correct vocabulary.			Introduce new terms slowly and rehearse news words. Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more. Use rephrasing techniques to strengthen learner answers with correct vocabulary.		

Year 1 Autumn 2 Computing		
Theme: Computing skills	Cross Curricular Links: Art, using ICT to create fire and flame images.	
Key vocabulary	**Prior learning**	**Next steps**
• Keyboard • Mouse / touchpad • App • program	See EYFS curriculum.	• Know that a word processor can be used to publish text and images. • Know what word processors are used for. • Know the purpose of different text options in MS Word. • Enter text in to MS Word. • Be able to format text in MS Word, bold italic, underline, text size and font. • Save and print documents.
Key assessment questions		
Can you use a brush to draw an image? Can you change the colour of your brush? Can you use a tool to draw a square or triangle? Can you change the fill colour of your shape?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know the purpose and use of different apps and programs. • Identify and name parts of a laptop computer. • Be able to log into a school laptop with their personal logon. • Navigate windows to open an app or program. • Use drawing tools in MS paint to create images.		Easy to follow Microsoft Paint Tutorial KS1/2 | Teaching Resources (tes.com)
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Have some awareness that computer and other ICT devices can be used for a range of purposes (link to previous unit)	Know how to open MS paint and locate the brush tool.	Be more confident in using basic tools in MS paint and be aware that there are a range of tools available.	Be more confident in using basic tools in MS paint and be aware that there are a range of tools available.	Be more confident in using basic tools in MS paint and be aware that there are a range of tools available.	Be confident in the use of a range of basic tools in MS paint and be able to delete parts of an image or correct mistakes.
Key learning focus for the lesson (s)	Using a brush to draw on a computer. Model for the learners how to open MS paint. Do they know how to find the start menu? Display the app icon for future reference. When we want to paint, what do we need? Show the learners how to select a brush. Learners experiment with using the different brush shapes. Can they draw a simple picture using the brushes?	Changing the colour of our brush. Revisit and remodel if needed the skills from last session. Ensure all learners can open the app and select a brush. Model how to select different colours. Allow learners time to experiment with different brushes and colours. Give the correct order of colours for a rainbow. Learners use colour changing to create their own rainbow. If able print out for display.	Adding shapes and filling them with colour. Revisit and is necessary remodel the skills taught so far. Have learners give instruction to teacher of how to draw a rainbow. Model how to add different shapes with the shape tool and use them to draw a simple house. Give learners some time to experiment before drawing their own house with shapes.	How to correct mistakes. Using the skills we have already learned model creating a simple image but make deliberate mistakes. When we make a mistake in a drawing what do we do? Can the learners find the rubber? Model how we can remove a mistake by using the rubber or selecting and pressing delete. Learners experiment before having some time to create their own images.	Adding text to our pictures. Set the learners an opening task to revisit and refresh the skills they have learned so far. Model how to add text to an image by using all the skills we have learned to create an image of a persona and adding speech. Learners create their own image of a child and add a small text box. Learner may require support with typing.	Applying our skills. Set he task to create a topic based image. Possibly a Fire of London image. Model the skills that we will be using to create a WAGOLL that learners can use as a starting point or to copy. Learners use the skills they have learned to draw colour and edit their own image.
Potential amendments for SEND	Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals. Provide learners with a glossary of key terms which they can refer to during the lesson.					

Year 2 Autumn 1 Computing		
Theme: IT and internet Safety	Cross Curricular Links: PSHE	
Key vocabulary	**Prior learning**	**Next steps**
• Moderator • Report • Private message	• Know that some information is personal and private. • Know that some aspects of information technology can pose a risk, including social media. • Know how and where to get help is they have a concern with online or information technologies.	• Know that search engines are a specialised program which find things on the internet for us. • Understand that the internet is a worldwide network of connected computers. • Know that all of the information on the internet has been put there by people and it is not always reliable. • Use a search engine to conduct simple research finding the answers to given questions. • Open and use different search engines. • Enter an address in to the address bar of a browser.
Key assessment questions		
Who can you ask of you are not sure about a website? What is a keyword? Ca you show me how to find something out from the internet? Why is it important to be kind when we are online?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know that games, apps and platforms have a recommended age for use. • Know how to report inappropriate content or conduct. • Know how to communicate appropriately with others using online technology. • Set up accounts on age appropriate platforms including passwords and privacy settings. • How to report concerns to admins or moderators.		Keeping safe online - BBC Bitesize CEOP Education Safer Internet Day 2024: Teaching resources - BBC Teach
Definitions / technical vocabulary for teachers.		
Search progress – A search engine built into the learners Office 365 accounts.		

Medium term plan – Year 2 – Autumn 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that the internet is a resource we can all use and that we can access it in different ways.	Understand that we can use ICT resources to help us with our learning.	Know that we can use the internet to find information.	Know that not all of the information and websites we can access are appropriate for children.	Know how to search for information on the internet.	Be able to use a simple to search engine to find general information.
Key learning focus for the lesson (s)	What is our digital footprint? Discuss and record as a share mind map the different apps and websites that we use. Explain that every time we access the internet, we leave footprints behind. Model and create a shared footprint based on the shared experiences of the class. Based on the model learners create their own digital footprint.	Using our Office 365 accounts. Model for all learners how to log into their office 365 accounts. This will need to be taken through step by step. Open different apps and teams. Practice. Provide log on and passwords on separate cards if needed. Student will regularly be using these accounts as they move through school.	Using key words to search on the internet. Discuss, have we ever used the internet to find out about something? How did we do it? Make a list of the different ways that we can access the internet. Set an assignment using 'search progress' to search for a selection of key words related to the wider curriculum. Learner log in to their Office 365 accounts and use the built in search engine to perform searches and save the sites that they found.	Judging if a website is appropriate. Discuss, have any of us ever seen anything scary on the internet? You can find almost anything on the internet and not all of it is good or appropriate for children? What should we do if we find a website upsetting? Show the children the ceop button. Discuss trusted adults and that we should always talk to a trusted adult if we have seen something upsetting online. Share the poster.	Independent research. Using 'search progresses' (introduced in a previous session) learners use a selection of provided key words to research linked to the wider curriculum theme. Share our findings and record as a shared mindmap. Learners can then create their own based on the example.	In the previous session learners performed given key word searches using 'search progress'. This will have given very general information. Revisit and share the information we found in the previous session. Do we want to find out more about any of these general facts? As a class generate some questions based on the general information. What happens when we enter these questions into a search engine. Generate further specific questions and learners find and share the answers independently.
Potential amendments for SEND	Use rephrasing techniques to strengthen answers with correct vocabulary. Introduce new terms slowly and rehearse news words. Help interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.	Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.	Use rephrasing techniques to strengthen learner answers with correct vocabulary. • Introduce new terms slowly and rehearse news words. Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.		Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals.	Use rephrasing techniques to strengthen answers with correct vocabulary. Introduce new terms slowly and rehearse news words. Help interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.

Year 2 Autumn 2 Computing		
Theme: IT Safety	Cross Curricular Links:	
Key vocabulary	**Prior learning**	**Next steps**
• Moderator • Report • Private message	• Know that some information is personal and private. • Know that some aspects of information technology can pose a risk, including social media. • Know how and where to get help is they have a concern with online or information technologies.	• Know that search engines are a specialised program which find things on the internet for us. • Understand that the internet is a worldwide network of connected computers. • Know that all of the information on the internet has been put there by people and it is not always reliable. • Use a search engine to conduct simple research finding the answers to given questions. • Open and use different search engines. • Enter an address in to the address bar of a browser.
Key assessment questions		
Can you tell me what I should do if I see something upsetting online? What does being a good digital citizen mean?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know that games, apps and platforms have a recommended age for use. • Know how to report inappropriate content or conduct. • Know how to communicate appropriately with others using online technology. • Set up accounts on age appropriate platforms including passwords and privacy settings. • How to report concerns to admins or moderators.		Keeping safe online - BBC Bitesize CEOP Education Safer Internet Day 2024: Teaching resources - BBC Teach 
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 2 – Autumn 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Understand the importance of being kind and how people feel when you are unkind.	Know that not everyone you communicate with or who adds information to the internet is kind.	Be aware of some of the dangers children may encounter online and how we could respond to them.		Have a good understanding of how we can avoid some of the dangers of the internet and some of the right choices we can make.	
Key learning focus for the lesson (s)	Being kind online. How does it make us feel when someone is unkind? Have we ever lost our temper or been sad and been unkind? Unfortunately, there are a lot of unkind people on the internet but we don't have to be unkind back. Through drama explore how we could react to unkind acts online. Record as a simple cartoon.	What are some of the dangers online? Refer to previous learning on people being unkind online and actions for if we find a website upsetting. Revisit key teaching points and ensure that learners are clear on how to protect themselves and how to report content. Discuss and make a shared list of 'bad things' within the understanding of the age group that we might find online. Learners record their own list on a stop sign template.	Age limits. Discuss, are the learners aware that some things have age limits to help keep them safe? For example, a film might have an age limit on it because young children would find it upsetting. Apps have age limits on them as well. Make a shared list of all the apps and ages the learners use. Use the app store to look up their age limit. Learners record the age limit for popular apps including those they may not use yet next their icon.		I'm a good digital citizen. Referring back to all of their learning so far in this unit learners share how they can keep themselves safe and be kind online. Share as a class, did we remember everything. Go back over any missing points. Learners record how to be a good digital citizen on an outline of a child template. These could be used as a display and reference point for future learning.	
Potential amendments for SEND	Use rephrasing techniques to strengthen learner answers with correct vocabulary. • Introduce new terms slowly and rehearse news words. Get learners to interact with the key terms in various ways such as writing, speaking, mini games, questioning and more.					

Year 3 Autumn 1 Computing		
Theme: Networks and search technology.	Cross Curricular Links: PSHE, topic for research.	
Key vocabulary	**Prior learning**	**Next steps**
• network • safe search mode • search technologies • private • world wide web	• Set up accounts on age appropriate platforms including passwords and privacy settings. • How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology.	• Know how networks are structured, LAN and WAN. • Know how information is retrieved over a network. • Name and identify the components of a network: terminal, access point, Ethernet cable, switch, and server. • Refine searches and limit search results through the use of vocabulary and “”. • Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability. • Find and check the sources used for information on the internet.
Key assessment questions		
Can you show me how to use a search engine? Please navigate to this website. Can you use the internet to find out about _____?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know that search engines are a specialised program which find things on the internet for us. • Understand that the internet is a worldwide network of connected computers. Know that all of the information on the internet has been put there by people and it is not always reliable • Use a search engine to conduct simple research finding the answers to given questions. • Open and use different search engines. • Enter an address in to the address bar of a browser.		What is online safety? - BBC Bitesize CEOP Education What is online safety? - BBC Bitesize Safer Internet Day 2024: Teaching resources - BBC Teach
Definitions / technical vocabulary for teachers.		
Browser – an application used to access the internet. Search engine – A website used to find information on the internet, it usually provides a selection of hyperlinks.		

Medium term plan – Year 3 – Autumn 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Be aware that there is a worldwide network of computers known as the internet.	Be familiar with ways of accessing the internet even if not using correct vocabulary to describe it.	Know how to open a browser and enter a website address.	Know how to open a search engine and enter a query.	Be familiar with the large amount of and range of information which can be accessed through a search engine.	Know how to open a search engine and enter a query
Key learning focus for the lesson (s)	What is the internet? Have we heard of the internet? Can we tell each other what it is? Ensure children understand that the internet or world wide web is a worldwide network connecting computers together and sharing information. Share all the different use we have for the internet and different activities we do online. Learners complete a mind map of the different uses of the internet.	How can we use a browser? Ask the question, how do we access the internet? Collate responses. Ensure learners know both the different between the hardware and software used and between a browser and a search engine. Model using a browser to view the school website, point out the address bar and how the address is entered. Learners use their skills to visit a range of provided websites.	How can we find information on the internet? We can find information on the internet by using a search engine. Can we name any search engines? Collect ideas and make a list for display. Revisit and ensure learners are clear on the difference between a browser and a search engine. Give learners a small selection of questions related to the wider curriculum topic to search for. Share and compare search results.	Search engines and key words. Model different searches. Do we always need to type a question in to a search engine? Do we get a different result if we change the wording? What if we just type in a single word? As a class look at questions related to the wider curriculum model how to pick out the key words. Learners experiment with key word searches. Which bring back the best results? Share and compare findings.	Where does the information online come from? Refer back to the previous session. Did we all find the same information? Was all of the information that we found correct? Discuss, where do we think all of this information come from? How did it all end up on the internet? Model the creation of a mind map. Around an image representing the internet learners record the different sources of information that have fed into it.	Conducting online research. Independent research opportunity. Linked to wider curriculum learners perform their own searches using a search engine and record their results. This could also be linked to the composition of a non-fiction text. Share findings with peers.
Potential amendments for SEND	Provides learners with a glossary of key terms which they can refer to during the lesson.	During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary. Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.	Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals. During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.	During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary. Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.	Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals. During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.	Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals. During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.

Year 3 Autumn 2 Computing		
Theme: Online safety.	Cross Curricular Links:	
Key vocabulary	**Prior learning**	**Next steps**
• network • safe search mode • search technologies • private • world wide web	• Set up accounts on age appropriate platforms including passwords and privacy settings. • How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology.	• Know how networks are structured, LAN and WAN. • Know how information is retrieved over a network. • Name and identify the components of a network: terminal, access point, Ethernet cable, switch, and server. • Refine searches and limit search results through the use of vocabulary and “”. • Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability. • Find and check the sources used for information on the internet.
Key assessment questions		
Can you tell me what cyberbullying might look like? Can you tell me a good thing and a bad think about the internet? Who should you report cyberbullying to? Why is it important to use a strong password?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know that search engines are a specialised program which find things on the internet for us. • Understand that the internet is a worldwide network of connected computers. • Know that all of the information on the internet has been put there by people and it is not always reliable • Use a search engine to conduct simple research finding the answers to given questions. • Open and use different search engines. • Enter an address in to the address bar of a browser.		What is online safety? - BBC Bitesize CEOP Education What is online safety? - BBC Bitesize Safer Internet Day 2024: Teaching resources - BBC Teach
Definitions / technical vocabulary for teachers.		
Can you tell me good things and bad things about being in an online community? What should you do if you are being cyber bullied? Should you buy things in an app without asking an adult? Can you tell me some information which should be kept private?		

Medium term plan – Year 3 – Autumn 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that the internet can be used to communicate with people all over the world.	. Know that email is one way to communicate using the internet and that other exist.	Be able to identify information about themselves and know that sometimes this is shared online.	Know what bullying is and the sorts of behaviours in encompasses	Have experience of apps and online games and be aware that these sometimes try to sell you things.	
Key learning focus for the lesson (s)	Discuss and list the different ways that children might communicate online including using apps like watsapp which might be on phones. How many of them have used these apps? What do they use them for?	Log in to the learners office 365 accounts and model how to open an email. Have an example email present hat has been sent prior to the session. Have we all received an email before? With support learners read the emails and compose a reply. Part 2. Model how to swap from outlook to teams and how to use the chat stream. Learners all add a message to say hello and introduce themselves.	Discuss, what are the important facts about ourselves? When might we need to use this information online? Look at an example sign up sheet. Why does it need this information? Which pieces of information are important, are there any that should be kept private. Discuss and record the information which we believe should not be shared. Learners colour code the titles for their information, green for safe to share. Red for should be kept private.	Discuss, what is bullying? What forms can it take? Does bullying always have to be face to face? Explain that bully can take lots of forms including online. Watch resource video from BBC bitesized. Take feedback and list the ways of recognising cyberbullying and how we should deal with it. Learners record a short set of bullet points list actions to take if being cyber bullied	When online have we ever seen an advert pop up? Why did it pop up? Briefly discuss cookies (this will be learned about in depth later). Should we click on these links? Why not? Explain in app purchases and micro transactions, ensure learners have a clear understand of what these are. It's only £1 for a new outfit for your avatar. What's the harm? Explain that the money has to be paid by someone, usually their parent and they should never spend money online without talking to and getting the permission of an adult. Learners record the dangers of online ads and in micro transactions next to some examples.	
Potential amendments for SEND	Walk through examples together, giving learners the opportunity to ask questions. Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.					

Year 4 Autumn 1 Computing

Theme: Internet safety, networks and search tools	Cross Curricular Links: PSHE	
Key vocabulary	**Prior learning**	**Next steps**
• Local Area Network • World Area Network • Server • Browser • Search	• How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology. • Understand that the internet is a worldwide network of connected computers. • Know that all of the information on the internet has been put there by people and it is not always reliable. • Use a search engine to conduct simple research finding the answers to given questions.	• Understand the different addressing protocols of the World Wide Web: www .com .co.uk .org. http. https • Know the different ways in which data is measured. K, MB, GB, TB and how this relates to downloads • Know the potential dangers of downloading unknown files or file sharing. • Know what a phishing scheme is and how to avoid them. • Find and remove downloaded files from a local machine. • Know how to report spam, junk and phishing emails. • Open, Compose and send emails on the schools local system.

Key assessment questions

Can you explain how information is shared over a network?
Can you tell me what LAN and WAN mean and give examples?
Can you find this piece of information for me online?

Knowledge to be taught

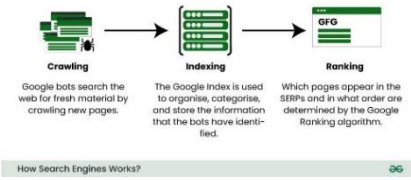
- Know how networks are structured, LAN and WAN.
- Know how information is retrieved over a network.
- Name and identify the components of a network: terminal, access point, Ethernet cable, switch, server.
- Refine searches and limit search results through the use of vocabulary and “”.
- Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability.
- Find and check the sources used for information on the internet

Definitions / technical vocabulary for teachers.

LAN – Local Area Network
WAN – World Area Network
Search engine - A ***search engine*** is a software system that provides hyperlinks to web pages and other relevant information on the Web in response to a user's query.

Useful pictures / diagrams / weblinks

[What is online safety? - BBC Bitesize]
[CEOP Education]
[What is online safety? - BBC Bitesize]
[Safer Internet Day 2024: Teaching resources - BBC Teach]



Medium term plan – Year 4 – Autumn 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that computing devises can be linked and communicate with each other over a network.	Know the basic structure of a network and be able to name some of the components. Know that information can be sent and shared over a network.	Know that we can use the internet to find information and that we can use a search engine to find it. Know how to input into a search bar (no the address bar)	Know how to input into a search bar (no the address bar) Be able to formulate accurate searches for information.	Be able to carry out an effective online search to find specific information.	Know that bullying can take many forms and that it can take place online as well as face to face.
Key learning focus for the lesson (s)	Name and identify the components of a network: terminal, access point, Ethernet cable, switch, and server. Use images and strings to build a model of a local area network. Find and photograph the network hardware around school. Can we identify the components? Create simple Diagrams of LAN structure in books and label. LA group, use tiles and pre-written labels to cut and tick a diagram. Small group work for support.	Know how networks are structured, LAN and WAN. Revisit the features of a LAN from the previous session. Can the learners still name and identify the components? Act out a piece of information moving from a computer on one LAN to another, name the components and actions as moving	Refine searches and limit search results through the use of vocabulary and "". Making clear links to previous learning on WAN and how networks communicate with each other. Repeat sharing information over a WAN but this time with a search engine sending out a question and the computer with the answer sending it back. Experiment with asking questions in different ways, with and without the use of key words to see which return the most accurate information. Link to geography learning finding out about the history of York.	Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability. Setting a good password and how we can remember it. Share ideas for thinking of passwords, not actual passwords, use to have the learners set their own password ion the new network if it is available. Programs, apps and settings exist to help keep us safe online. Do we all know about them and use them. Do we know how to reject or remove cookies	How do they work to find and order results? Teach the learners to recognise ad choose key words for searches. Teach the use of speech marks for specific values in searches. Learners conduct a series of given searches, comparing and record the different results that are returned.	What is cyberbullying? How can we recognise it? Discuss the different forms that cyberbullying could take. Identify who we can talk to about online problems and who would be able to help us. Watch the film from Think you know. Learners produce a sticker or badge using a given template with an anti-cyberbullying slogan and piece of advice.
Potential amendments for SEND	Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum. • Provides learners with a glossary of key terms which they can refer to during the lesson.					

Year 4 Autumn 2 Computing

Theme: Internet safety, networks and search tools	Cross Curricular Links: PSHE, topic for research.	
Key vocabulary	**Prior learning**	**Next steps**
• Local Area Network • World Area Network • Server • Browser • Search	• How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology. • Understand that the internet is a worldwide network of connected computers. • Know that all of the information on the internet has been put there by people and it is not always reliable. • Use a search engine to conduct simple research finding the answers to given questions.	• Understand the different addressing protocols of the World Wide Web: www .com .co.uk .org. http. https • Know the different ways in which data is measured. K, MB, GB, TB and how this relates to downloads • Know the potential dangers of downloading unknown files or file sharing. • Know what a phishing scheme is and how to avoid them. • Find and remove downloaded files from a local machine. • Know how to report spam, junk and phishing emails. • Open, Compose and send emails on the schools local system.

Key assessment questions

Can you tell me what you should do if you are being cyberbullied?
Can you tell me about fake news? Why is it a dangerous thing?
Can you refine your internet search?
Please describe to me how you can be a good digital citizen.

Knowledge to be taught

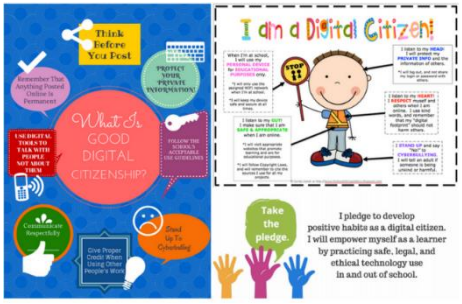
- Know how networks are structured, LAN and WAN.
- Know how information is retrieved over a network.
- Name and identify the components of a network: terminal, access point, Ethernet cable, switch, server.
- Refine searches and limit search results through the use of vocabulary and “”.
- Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability.
- Find and check the sources used for information on the internet

Definitions / technical vocabulary for teachers.

Fake news or information disorder is false or misleading information presented as news
Digital citizenship is the responsible and respectful use of technology to engage online, find reliable sources, and protect and promote human rights.

Useful pictures / diagrams / weblinks

[What is online safety? - BBC Bitesize]
[CEOP Education]
[What is online safety? - BBC Bitesize]
[Safer Internet Day 2024: Teaching resources - BBC Teach]



Medium term plan – Year 4 – Autumn 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that anyone can add information to the internet and that not everyone is honest.	Know what bullying is and that it can take place online as well as face to face.	Be aware that millions of people all over the world us the internet and social media. Know that there are danger online and that we need to be cautious.	Know some of the ways in which people behave online and that some of these behaviours are not acceptable.	Know how people do and how people should behave online including unacceptable behaviour, cyberbullying and ways to keep ourselves safe.	Know how people do and how people should behave online including unacceptable behaviour, cyberbullying and ways to keep ourselves safe.
Key learning focus for the lesson (s)	Find and check the sources used for information on the internet. Link to recent new items that the learners will be aware of. How do we know when a piece of news shared online is true? Are there sources of information that we trust more than others? Introduce the idea of fake news. Learners compare a piece of fake news to the genuine to a factual and accurate account. Learners make clear that they understand why fake news is dangerous.	Identify risks online such as harmful content or contact. Revisit our previous learning on cyber bullying. What forms can it take? What steps can we take to prevent it? What are appropriate responses to other people posts and shares? Talk through examples. What makes in cyberbullying, How should we respond? Learners create appropriate responses to posts and shares.	Recognise that people are not always honest online and are not always who they appear to be. Using the resources from 'Think you know' learn about and discuss the age limits of social media and why they are in place to protect children. Learners record onto a mask how people can hide their identity and lie on social media. Support with additional resources from NOS inc sharing posters through school social media	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Discuss, what do we mean when we talk about acceptable and unacceptable behaviour? Can we think of any examples? Link back to previous learning. Model sorting behaviours and take input from the learners. Learners sort safe and unsafe uses of the internet, including current issues such as TikTok. Have reporting and moderating activities available.	How can we be a good digital citizen? What good things can we use the internet for? In groups mind map all the different things we use the internet for and the online activities we take part in. Discuss and identify is these are positive uses, things that make our life better. Learners use group ideas as a base to create their own mind map based on their own online activity.	How can we be a good digital citizen? Helping others. Revisit the dangers we have previously identified online and the methods for avoiding or reporting them. What actions can we take to help others? Learners compose for themselves a set of rules to be a good digital citizen, a minimum of three, maximum of 5.
Potential amendments for SEND	Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum. During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.			Chunk key information and create clear, easy-to-follow checklists. This can help your learner focus on one section at a time and have a clear set of goals. During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.		

<table>
<tr><th colspan="3">Year 5 Autumn 1 Computing</th></tr>
<tr><td>Theme: Online Safety</td><td colspan="2">Cross Curricular Links: PSHE</td></tr>
<tr><td>Key vocabulary</td><td>Prior learning</td><td>Next steps</td></tr>
<tr><td>Download
Kilobyte
Megabyte
Gigabyte
Terabyte
Packet
Scam
Phishing</td><td>How to report concerns to admins or moderators.
Know that games, apps and platforms have a recommended age for use.
Know how to communicate appropriately with others using online technology.
Understand that the internet is a worldwide network of connected computers.
Refine searches and limit search results through the use of vocabulary and “”.
Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability.</td><td>Know that all social media platforms have a minimum age for signing up.
Know that content creator are sponsored and are paid to promote products.
Understand the concept of peer pressure and echo chambers.
Activate and use content filters on a range of social media platforms.
Identify and sort honest content and stealth advertising.
Devise rules for the safe use of social media.</td></tr>
<tr><td colspan="3">Key assessment questions</td></tr>
<tr><td colspan="3">Can you show me how send an email?
Should I open this email attachment?
Show me how to find a download on my computer.
What should I do if I believe I am the victim of a phishing scam?</td></tr>
<tr><td colspan="2">Knowledge to be taught</td><td>Useful pictures / diagrams / weblinks</td></tr>
<tr><td colspan="2">Know the potential dangers of downloading unknown files or file sharing.
Know what a phishing scheme is and how to avoid them..
Know how to report spam, junk and phishing emails.
Open, Compose and send emails on the schools local system.</td><td>What is online safety? - BBC Bitesize
CEOP Education
What is online safety? - BBC Bitesize
Safer Internet Day 2024: Teaching resources - BBC Teach

 </td></tr>
<tr><td colspan="2">Definitions / technical vocabulary for teachers.</td><td></td></tr>
<tr><td colspan="2">‘Phishing' is when criminals use scam emails, text messages or phone calls to trick their victims.
Cloud, remote storage of information, usually on a server locate elsewhere, often in other countries.</td><td></td></tr>
</table>

Medium term plan – Year 5 – Autumn 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson	Know that app and website may require a password and the purpose of these is to keep our information safe.	Know how to sign into their office 365 accounts. Know that email exists as a widely used means of communication.	Know that not all emails are legitimate and just like other forms of online communication there are dangers.	Have an understanding of phishing scams. Know that files we receive over the internet could be harmful.	Have an understanding of 'domain' as being an area on the internet, links to learning on email addresses.	
Key learning focus for the lesson (s)	Strong passwords. Discuss, why do we set passwords? Why is it important for a password to be strong? What are some examples of weak passwords? Practice with the learners logging into their Office 365 accounts (this should be a familiar process but may need reminders). Using an established procedure learners generate a new strong password for their account and set it.	Composing and sending emails. Why do people send and receive emails? What is the purpose of the emails that we receive? Examine an email address, name@domain. Introduce the idea of a domain this will link to later learning. Model using Office 365 to send an email. Learners use their own individual accounts to send each other an email with a positive message.	Email phishing scams. Discuss, Who sends us emails? Are all of them sent by people who know us? Are all of them sent of positive reasons? Introduce the idea of a phishing scam, what is its purpose? How can we spot one? Examine an example of a phishing scam. Learners annotate the example to show the clues to it being a scam.	Dangers of downloading and sharing files. Refer back to the learning in the previous session. Why do we need to be careful with files we receive over the internet? Examine the different formats that attached files could appear in. What could happen is we share files ourselves? Do we have any control once it is out of our hands? What is safe to share. Learners sort the sorts of files that are safe to download of share and those we should be wary of.	Understand the concept of a domain and addressing protocols. Refer back to previous learning on email addresses, compare them to website addresses. Explain that the internet uses a system called DNS to find places on the web. Starting from the beginning of a web address examine each chunk of the address, what does each part tell us? Learners label their own common web addresses.	
Potential amendments for SEND	Learners should also be shown how to use technology safely, respectfully and responsibly. Learners need to be able to identify unacceptable behaviour and know how to report concerns. During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.			During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary. Be concise in teacher-led delivery. Chunk material in larger topics so learners can complete a range of engaging activities.		

Year 5 Autumn 2 Computing

Theme: Online safety	Cross Curricular Links: PSHE	
Key vocabulary	**Prior learning**	**Next steps**
• Download • Kilobyte • Megabyte • Gigabyte • Terabyte • Packet • Scam • Phishing	• How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology. • Understand that the internet is a worldwide network of connected computers. • Refine searches and limit search results through the use of vocabulary and “”. • Use the internet effectively for research. Finding and using multiple sources and making judgments on reliability.	• Know that all social media platforms have a minimum age for signing up. • Know that content creators are sponsored and are paid to promote products. • Understand the concept of peer pressure and echo chambers. • Activate and use content filters on a range of social media platforms. • Identify and sort honest content and stealth advertising. • Devise rules for the safe use of social media.

Key assessment questions

Can you explain to me the meaning of the parts of this web address?
Cn yo order these file sizes smallest to largest?

Knowledge to be taught

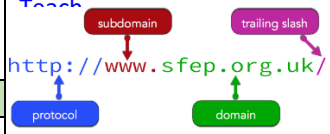
- Understand the different addressing protocols of the World Wide Web: www .com .co.uk .org. http. https
- Know the different ways in which data is measured. K, MB, GB, TB and how this relates to downloads
- Find and remove downloaded files from a local machine

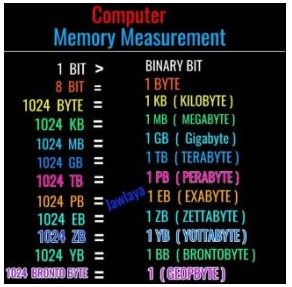
Definitions / technical vocabulary for teachers.

Bit – the smallest unit of information in computing either a 1 or a 0
Binary – storing information as a series of 1s and 0s.
A domain name is a unique, easy-to-remember address used to access websites, such as 'google.com', and 'facebook.com'. Users can connect to websites using domain names thanks to the DNS system.

Useful pictures / diagrams / weblinks

What is online safety? - BBC Bitesize
CEOP Education
What is online safety? - BBC Bitesize
Safer Internet Day 2024: Teaching resources - BBC Teach





Medium term plan – Year 5 – Autumn 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that files can be stored on our computer, tablet or phone	Know that not all files are saved on our local machine.	Know how to use file explorer, How we can locate files that have been saved or downloaded on out computer.		Know that file can be saved and stored on computers as well as shared or sent. Understand basic file architecture on a computer.	
Key learning focus for the lesson (s)	Locating files and downloads. When we save or download a file where does it go? Introduce file explorer as identify the common basic locations, C:, downloads. Etc. Model use of the search function. Learners draw their own file architecture diagram to show the location that their files are stored.	Managing our cloud-based accounts and other information that is shared remotely. We have explored the files and information that is saved on our local machine. Where is else is information about us saved? DO we have photos or videos saved online on social media. Discuss and record the sort of information that we have shared to the cloud.	Removing unwanted files. Revisit the learning from last session/ When we download or save a file where is it stored. Model downloading a picture from the internet and sending it as an email. Learners download and image and email it to each other using their Office 365 accounts. Learners download the image. Model how we can then find that image and delete it. Has it gone? Model how to remove files from the recycle bin. Learners find and remove the file form their own computers.		How files and information are stored. Types of memory and how it is measured Examine the properties of a series of different files on the school network. What is their file size? What do the different letters mean after the numbers? Discuss how we measure different things, different units for different sizes. Show the naming of different units for data. Why 1024? Explain the convention of doubling 8, 16, 32, 64, 128, 256, 1024. Learners record units for measuring the size of data in a table.	
Potential amendments for SEND	Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum. Provides learners with a glossary of key terms which they can refer to during the lesson.					

Year 6 Autumn 1 Computing		
Theme: Using information technology and the internet safely	Cross Curricular Links: PSHE	
Key vocabulary	**Prior learning**	**Next steps**
• Social media • Filter • Peer pressure • Echo chamber • Sponsor • Content.	• How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology. • Understand that the internet is a worldwide network of connected computers.	Computer networks and protocols Network hardware Wired and wireless networks.
Key assessment questions		
Can you tell me what bullying and cyberbullying are? Can you tell me what information should be kept private? What could you do is you are being cyber bullied? Which agencies exist to help you if you are being cyberbullied?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know that all social media platforms have a minimum age for signing up. • Know that content creators are sponsored and are paid to promote products. • Understand the concept of peer pressure and echo chambers. • Activate and use content filters on a range of social media platforms. • Identify and sort honest content and stealth advertising. • Devise rules for the safe use of social media.		CEOP Education What is online safety? - BBC Bitesize Safer Internet Day 2024: Teaching resources - BBC Teach What is online safety? - BBC Bitesize
Definitions / technical vocabulary for teachers.		
Echo chamber - an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered.		

Medium term plan – Year 6 – Autumn 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know what the internet is and that it is not always a safe place.	Know what cyberbullying is and the online environments where it could occur.	Know what cyberbullying is and the online environments where it could occur.	Know that people can choose how they appear online and are not always honest.	Understand that there is information which is special to us and makes us individual to others.	Know that some of our information is personal and should be kept private.
Key learning focus for the lesson (s)	Cyberbullying 1 What is bullying? Discuss what bullying is. Does it always look the same? Have any of us ever been called a name or had something unkind said online or in a game? This is still bullying. Discuss the different forms that cyberbullying could take. Record the different forms that cyberbullying could take and how we can recognise it. Computing resources could be used to record.	Cyberbullying 2 Revisit the learning from last week. Learners give oral descriptions of cyberbullying. What do we do when we are being bullied in the real world? Can we do the same if we are being cyber bullied? Discuss trusted adults, Childline etc. Discuss the role of moderators and administrators. Share the icons for support which appear on child appropriate sites.	People online When you make a character in a computer game do you always make it look exactly like you or do you change it? We all get to choose how we present ourselves online. Learners design an avatar for themselves, this could be done using computing resources. Other people get to choose how they present themselves as well and are not always honest. Discuss some of the things that people might choose to lie about.	People online Why do people behave differently online? Discuss how we all behave differently when we are online, we adopt roles especially if we are playing a game. We make an effort to control our temper and behave correctly when we are face to face but not always when we are online, How should we respond if someone is behaving differently? How should we treat other when we are online? Learners detail how their online persona should be.	Personal and private information Discuss, why are some things private? Why do we keep some things to ourselves? Make a list of information about ourselves. Sort into safe to share and information that should be kelp private.	Personal and private information Revisit from the previous session. What information did we identify as should be kept private? What sort of person might use our personal information? What might they do with it? If it did not come up explain fraud and identity theft. Using a criminal shaped template learners explain the bad uses that stolen personal information could be used for.
Potential amendments for SEND	Learners should also be shown how to use technology safely, respectfully and responsibly. Learners need to be able to identify unacceptable behaviour and know how to report concerns. Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.					

Year 6 Autumn 2 Computing		
Theme: Using information technology and the internet safely	Cross Curricular Links: PSHE	
Key vocabulary	**Prior learning**	**Next steps**
• Social media • Filter • Peer pressure • Echo chamber • Sponsor • Content.	• How to report concerns to admins or moderators. • Know that games, apps and platforms have a recommended age for use. • Know how to communicate appropriately with others using online technology. • Understand that the internet is a worldwide network of connected computers.	Computer networks and protocols Network hardware Wired and wireless networks.
Key assessment questions		
Can you tell me what the SMART acronym stands for? Can you show me an example of gender stereotyping online? Why do we have minimum ages for social media accounts? Can you explain to me what an echo chamber is?		
Knowledge to be taught		**Useful pictures / diagrams / weblinks**
• Know that all social media platforms have a minimum age for signing up. • Know that content creator are sponsored and are paid to promote products. • Understand the concept of peer pressure and echo chambers. • Activate and use content filters on a range of social media platforms. • Identify and sort honest content and stealth advertising. • Devise rules for the safe use of social media.		CEOP Education What is online safety? - BBC Bitesize Safer Internet Day 2024: Teaching resources - BBC Teach What is online safety? - BBC Bitesize
Definitions / technical vocabulary for teachers.		
Echo chamber - an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered. Cookie – A file stored on your device which records the sites you have visited and the material you have viewed.		

Medium term plan – Year 6 – Autumn 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Know that people can choose how they appear online and are not always honest.	Understand that social media has it's own risks and because there are age limits on all social media sites and apps.	Know that some people use social media to share and promote their own beliefs and these are not always true.	Know that some people use social media to share and promote their own beliefs and these are not always true.	Have a good knowledge base of online safety.	
Key learning focus for the lesson (s)	Social Media 1 Which social media sites or apps are we familiar with? Discuss. Match social media icons to their name. Revisit private in formation as it relates to signing up for social media. Discuss the potential dangers of social media relate back to previous learning. This is why social media have minimal ages for accounts. Using same icons match ages limits to website and apps. Record as matched apps and ages.	Social Media 2 'Influencers' Can the learners name any social media influencers? Have we ever bought anything or done anything because of something we saw on social media? Look at the profiles of well-known influencers, what qualification do they have to have advice and promote products? Discuss, how do influencers make money? Sponsorship, product placement, affiliate links, own products. Learners complete a mind map with the good and bad aspects of influencers.	Gender representations online. What should boys look and act like? What should girls look and act like? Compare our own beliefs with the representations we see online. Fashion, dance and make up tutorials for girls. Gaming, guns and army, sports for boys. Are these healthy stereotypes to be promoted? What image of boys and girls do we think should be promoted? Learners complete two gender outlines, one for how gender stereotypes are promoted online and one for the gender images we believe should be promoted online.	Echo chambers. Have you ever searched for something and then the next day you get recommendations about it? Or noticed that the adds you see on social media are about your interests? This is due to the use of cookies (explain cookies if needed). The more we view certain content the more we will be presented with similar content. Discuss, why would this be a bad thing? Learners compose an explanation of an online echo chamber and why they are dangerous.	SMART. Using everything that they have learned to complete a poster using the acronym SMART. Safe Meet Accept Reliable Tell.	
Potential amendments for SEND	Learners should also be shown how to use technology safely, respectfully and responsibly. Learners need to be able to identify unacceptable behaviour and know how to report concerns. Embed opportunities to recall key terms within lessons. Memorisation techniques such as tracked retrieval practice can give learners the opportunity to revisit topics across the curriculum.					

Year 6 Spring 1 Computing		
Theme:	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Key assessment questions		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Spring 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						
Key learning focus for the lesson (s)						
Potential amendments for SEND						
Link to key drivers						

Year 6 Spring 2 Computing		
Theme:	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Key assessment questions		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Spring 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						
Key learning focus for the lesson (s)						
Potential amendments for SEND						
Link to key drivers						

Year 6 Summer 1 Computinng		
Theme:	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Key assessment questions		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Summer 1 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						
Key learning focus for the lesson (s)						
Potential amendments for SEND						
Link to key drivers						

Year 6 Summer 2		
Theme:	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Key assessment questions		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6 – Summer 2 – Computing						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.						
Key learning focus for the lesson (s)						
Potential amendments for SEND						
Link to key drivers						