



Scheme of Work for Computing
Progression of Knowledge & Skills
Year A & B

Class 1			
National Curriculum Objectives	Trinity Skills Progression	Autumn Term A First Half	Autumn Term A Second Half
<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • develop familiarity with a range of devices • begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 	<p>Develop familiarity with range of devices and modes of input (e.g. Keyboard, Mouse, Gesture)</p> <p>Acceptable Use Policy</p> <p>Developing independence using range of technology (iPad, PC, Laptop etc)</p> <p>Opening/closing programs</p> <p>Be able to manage simple passwords (e.g. Accelerated Reader)</p>	<p>Continue to develop familiarity with range of devices (e.g. Keyboard, Mouse, Gesture)</p> <p>Developed with range of software leading to production of finished pieces of work. Including Tux Type, Clicker, Mouse Skills, Tux Paint.</p>
National Curriculum Objectives	Trinity Skills Progression	Autumn Term B First Half	Autumn Term B Second Half

<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • develop familiarity with a range of devices • begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 	<p>Be able to manage simple passwords (e.g. Accelerated Reader)</p> <p>ilearn2 e-safety – Hector’s World and Smartie the Penguin</p> <p>ilearn2 computer discovery pack</p>	<p>Continue to develop familiarity with range of devices (e.g. Keyboard, Mouse, Gesture)</p> <p>ilearn2 digital art and design pack using Tux Paint, Junior Infant Tools and Mouseworld activities</p>
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Spring Term A First Half</p>	<p>Spring Term A Second Half</p>
<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • create a series of instructions eg plan a journey for a programmable toy • store and retrieve digital content • know how technology is used in school and outside of school 	<p><u>Coding – Discovery Coding</u> Unit 1a - On the Move (Executing Instructions)</p>	<p><u>Coding – Discovery Coding</u> Unit 1b – Obey my Command (Startup and Events)</p>
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Spring Term B First Half</p>	<p>Spring Term B Second Half</p>

<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs <p>use logical reasoning to predict the behaviour of simple programs</p>	<ul style="list-style-type: none"> create a series of instructions eg plan a journey for a programmable toy store and retrieve digital content know how technology is used in school and outside of school 	ilearn2 - Early programming	ilearn2 – Introduce programming Activities 1 & 2 only
National Curriculum Objectives	Trinity Skills Progression	Summer Term A First Half	Summer Term A Second Half
<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> create a series of instructions eg plan a journey for a programmable toy store and retrieve digital content know how technology is used in school and outside of school develop familiarity with a range of devices begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 	Programmable Toys Practical puzzles using BeeBot BeeBot ipad app BlueBot ipad app	Creating art using the computer Tux Paint
National Curriculum Objectives	Trinity Skills Progression	Summer Term B First Half	Summer Term B Second Half
<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that 	<ul style="list-style-type: none"> create a series of instructions eg plan a journey for a programmable toy 	Programmable Toys Practical puzzles using BeeBot BeeBot ipad app	ilearn2 - digital photos and video ilearn2 – early digital music

<p>programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> • store and retrieve digital content • know how technology is used in school and outside of school • develop familiarity with a range of devices • begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 	<p>BlueBot ipad app</p>	
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Class 2			
National Curriculum Objectives	Trinity Skills Progression	Autumn Term First Half	Autumn Term Second Half
<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • develop familiarity with a range of devices • begin to create digital content eg use a digital camera, painting 	<p>Acceptable Use Policies in school. Rules for using the computers and why these matter.</p> <p>Jessie & Friends – CEOP activities based on a series of 3 animations.</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p> <p>Be able to manage simple passwords (e.g. Accelerated Reader)</p>	<p>Develop keyboard skills through presentation of work</p> <p>(Tux Type, Introduction to MS Word, Publisher)</p>

contact on the internet or other online technologies.	programme, record video / audio using an app		
National Curriculum Objectives	Trinity Skills Progression	Autumn Term B First Half	Autumn Term B Second Half
<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • develop familiarity with a range of devices • begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 	ilearn2 – e-safety – Jesse and Friends, Penguin Pig, Chicken clicking	ilearn2 – keyboard skills ilearn2 – text and images (Tux paint, Junior Infant Toolkit – could move onto to adding images to Google documents if ready)
National Curriculum Objectives	Trinity Skills Progression	Spring Term A First Half	Spring Term A Second Half
<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs 	<ul style="list-style-type: none"> • create a series of instructions eg plan a journey for a programmable toy • store and retrieve digital content • know how technology is used in school and outside of school 	Coding – Discovery Coding Unit 2a - Inputs (Using keyboard to control the screen)	Coding – Discovery Coding Unit 2b – Buttons and Instructions (Making controllable buttons)

<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs 			
National Curriculum Objectives	Trinity Skills Progression	Spring Term B First Half	Spring Term B Second Half
<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> create a series of instructions eg plan a journey for a programmable toy store and retrieve digital content know how technology is used in school and outside of school 	ilearn2 – Introduce programming (Activity 2 - Junior Infant Tools , Lightbot activity)	ilearn2 – programming with Scratch Junior (Introductory activities plus activity 1 & 2)
National Curriculum Objectives	Trinity Skills Progression	Summer Term A First Half	Summer Term A Second Half
<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> create a series of instructions eg plan a journey for a programmable toy store and retrieve digital content know how technology is used in school and outside of school develop familiarity with a range of devices begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 	Crack the Code – Range of coding puzzles <ul style="list-style-type: none"> - Daisy the Dinosaur - A.L.E.X. - BeeBot (set and solve own mazes and puzzles) 	Creating art using the computer Tux Paint MS Publisher

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Class 3			
National Curriculum Objectives	Trinity Skills Progression	Autumn Term A First Half	Autumn Term A Second Half
<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • use technology appropriately, effectively and efficiently • select and use software to accomplish given goals • collect and present data 	<p>Acceptable Use Policies in school. Rules for using the computers and why these matter.</p> <p>CEOP Cyber Café – Keeping safe in a connected world</p> <p>https://www.thinkuknow.co.uk/8_10/</p> <p>Design and run an e-safety campaign across the school</p>	<p>Develop keyboard and ICT skills through presentation of work supplemented by Internet research</p> <p>Use range of applications and programmes to present work from other subjects in a variety of ways.</p> <p>MS Word MS Publisher MS PowerPoint Comic Life</p>
National Curriculum Objectives	Trinity Skills Progression	Autumn Term B First Half	Autumn Term B Second Half
<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private 	<p>ilearn2 – e-safety – Lee and Kim, Kind Kingdom, Mindful Mountain</p>	<p>ilearn2 – digital art (Google Drawing activities)</p>

<p>of ways to report concerns about content and contact.</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • use technology appropriately, effectively and efficiently • select and use software to accomplish given goals • collect and present data • 		
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Spring Term A First Half</p>	<p>Spring Term A Second Half</p>
<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to 	<ul style="list-style-type: none"> • design a sequence of instructions, including angles and turns • write simple programs that accomplish specific goals • work with various forms of input and output • write and de-bug the same program • look at an algorithm and make an accurate prediction, explaining why he/she believes something will happen and create content 	<p><u>Coding – Discovery Coding</u> Unit 3a – On-screen animation</p> <p>Timing and controlling events on the screen.</p>	<p><u>Coding – Discovery Coding</u> Unit 3b – Conditionals (If... Then...)</p>

detect and correct errors in algorithms and programs	(eg manipulate and improve digital images)		
National Curriculum Objectives	Trinity Skills Progression	Spring Term B First Half	Spring Term B Second Half
<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> design a sequence of instructions, including angles and turns write simple programs that accomplish specific goals work with various forms of input and output write and de-bug the same program look at an algorithm and make an accurate prediction, explaining why he/she believes something will happen and create content (eg manipulate and improve digital images) 	ilearn2 – Introduce programming – Google Doodle activities including repetition ilearn2 – Game creation – 3 in a row & side flying activities, plus app store listing	ilearn2 – programming with Scratch Junior – recap activities 1 & 2, move onto 3,4,5
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<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 			
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Class 4			
National Curriculum Objectives	Trinity Skills Progression	Autumn Term A First Half	Autumn Term A Second Half
<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> combine instructions and procedures to control a device eg turn it on and off? design algorithms that use repetition to make accurate predictions, explaining why 	<p>Acceptable Use Policies in school. Rules for using the computers and why these matter.</p> <p>Checking the reliability of information (e.g. NorthWest Tree Octopus) http://zapatopi.net/treeoctopus/</p>	<p>Develop keyboard and ICT skills through presentation of work</p> <p>Use range of applications and programmes to present work from other subjects in a variety of ways.</p>

<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>he/she believes something will happen</p> <ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour when using the internet and other technology • use a range of technology for a specific project (eg create and use programs and content) 	<p>Using and making wikis https://trinitysy5.wikispaces.com/</p> <p>Password: sy59lg</p> <p>Wikipedia – Advantages and disadvantages</p> <p>Make a class wiki to support learning in another topic.</p>	
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Autumn Term B First Half</p>	<p>Autumn Term B Second Half</p>
<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • understand computer networks including the internet; how they can 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • recognise acceptable and unacceptable behaviour 	<p>ilearn2 - e-safety – Band runner ilearn2 – internet research</p>	<p>ilearn2 – data handling (Google Sheets)</p>

<p>provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>when using the internet and other technology</p> <ul style="list-style-type: none"> • use a range of technology for a specific project (eg create and use programs and content) 		
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Spring Term First Half</p>	<p>Spring Term Second Half</p>
<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<ul style="list-style-type: none"> • detect and correct errors in increasingly complex algorithms • analyse and evaluate information and make improvements. • use the internet and other technology safely and critically 	<p><u>Coding – Discovery Coding</u> Unit 5b – Loops and Repeats</p> <p>See also ‘Isle of Tune’ app on iPad</p>	<p><u>Coding – Discovery Coding</u> Unit 5a – Changing speeds</p> <p>In addition, children could also use ‘I can animate’ on iPad.</p>

<ul style="list-style-type: none"> • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 			
National Curriculum Objectives	Trinity Skills Progression	Spring Term B First Half	Spring Term B Second Half
<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> • detect and correct errors in increasingly complex algorithms • analyse and evaluate information and make improvements. • use the internet and other technology safely and critically 	Control - Logo online (transum.org)	ilearn2 – Programming in Scratch -Activities 1-5

<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 			
National Curriculum Objectives	Trinity Skills Progression	Summer Term A First Half	Summer Term A Second Half
<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including 	<ul style="list-style-type: none"> detect and correct errors in increasingly complex algorithms use technology appropriately, effectively and efficiently select, use and combine software on a range of digital devices increasingly effectively use a range of technology for a specific project (eg create and use programs and content) 	<u>Coding – Discovery Coding</u> Unit 5b – That’s random! Using random variables in coding.	Use a range of devices, apps and programmes to create multimedia content for a variety of purposes <ul style="list-style-type: none"> - Camera (video and still) - iMovie (film making and editing) - Green Screen app - MinecraftEdu

collecting, analysing, evaluating and presenting data and information			
National Curriculum Objectives	Trinity Skills Progression	Summer Term B First Half	Summer Term B Second Half
<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> use technology appropriately, effectively and efficiently select, use and combine software on a range of digital devices increasingly effectively use a range of technology for a specific project (eg create and use programs and content) 	ilearn2 – computers past, present and future	ilearn2 – App design (using Google Docs)

Class 5			
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<ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<ul style="list-style-type: none"> • recognise what is personal information and keep it private • know what to do if they are concerned when they use the internet and other technology • use the internet and other technology safely and critically • recognise acceptable and unacceptable behaviour when using the internet and other technology • select, use and combine software on a range of digital devices increasingly effectively • use a range of technology for a specific project (e.g. create and use programs and content) 	<p>Acceptable Use Policies in school. Rules for using the computers and why these matter.</p> <p>Safe and Unsafe Apps https://www.net-aware.org.uk/networks/?order=-popularity</p> <p>What is legal/illegal online?</p> <ul style="list-style-type: none"> - Copyright and Piracy - Sexting - Hacking (Social networks) - Mobile phone safety and the law - Age restrictions/PEGI <p>E-Safety campaign for parents. (video, animation, leaflet. etc)</p>	<p>Using a computer to handle data (Introduction to Spreadsheets)</p> <p>Use spreadsheet to solve variety of problems</p> <p>e.g. Plan an ideal bedroom with a £1000 budget Use online shops and Sheets to run a budget.</p> <p>Mini-Enterprise using Sheets to record data</p> <p>Graphing and data handing using Sheets</p> <p>Google Sheets investigations (e.g. 12 days of Christmas)</p>
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<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	<ul style="list-style-type: none"> combine sequences of instructions and procedures to control a device e.g. turn it on and off design algorithms that use repetition and make modifications to improve these to make accurate predictions, explaining why he/she believes something will happen detect and correct errors in increasingly complex algorithms analyse and evaluate information and make improvements. 	<p><u>Coding – Discovery Coding Unit 6a – Maths Calculators</u></p> <p>Using coding to solve mathematical puzzles and problems.</p>	<p><u>Coding – Coding with Scratch and Kodu</u></p> <p>Making an online game with Scratch and Kodu</p>
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<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 			
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<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; 	<ul style="list-style-type: none"> use the internet and other technology safely and critically use technology appropriately, effectively and efficiently 	<u>Coding – Discovery Coding</u> Unit 6b – Game Making	Building and maintaining a webpage Building webpages using Weebly Adding content from variety of sources (e.g. iMovie, Garageband, I can animate etc)

<p>and the opportunities they offer for communication and collaboration</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 			
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Summer Term B First Half</p>	<p>Summer Term B Second Half</p>
<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<ul style="list-style-type: none"> • combine sequences of instructions and procedures to control a device e.g. turn it on and off • design algorithms that use repetition and make modifications to improve these • to make accurate predictions, explaining why he/she believes something will happen • detect and correct errors in increasingly complex algorithms 	<p><u>ilearn2 – Computer networks and the internet</u></p>	<p><u>ilearn2 – programming in Python</u></p>

<ul style="list-style-type: none">• use sequence, selection, and repetition in programs; work with variables and various forms of input and output• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<ul style="list-style-type: none">• analyse and evaluate information and make improvements.		
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