



Scheme of Work for Computing
Progression of Knowledge & Skills
Year A & B – Updated January 22

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 Chrome Canvas (https://canvas.apps.chrome/) Draw and tell</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 	<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 	<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>

concerns about content or contact on the internet or other online technologies.	<ul style="list-style-type: none"> begin to create digital content eg use a digital camera, painting programme, record video / audio using an app 		
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 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 	<u>Coding – Discovery Coding</u> Level 1 - On the Move (Executing Instructions)	<u>Coding – Discovery Coding</u> Level 1 – Simple inputs
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 <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 	<p>Programmable Toys</p> <p>Practical puzzles using BeeBot BeeBot ipad app BlueBot ipad app</p>	<p>Creating art using the computer</p> <p>Chrome Canvas https://canvas.apps.chrome/</p> <p>Coloring Games: Coloring Book, Painting, Glow Draw</p>
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 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 e.g. 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 	<p>Programmable Toys</p> <p>Practical puzzles using BeeBot BeeBot ipad app BlueBot ipad app</p>	<p>ilearn2 - digital photos and video ilearn2 – early digital music</p>

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 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>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. (On the server – allstaff – computing and coding – Jessie and friends)</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>Jamboard Google docs</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 	<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 	<p>ilearn2 – e-safety – Jesse and Friends, Penguin Pig, Chicken clicking</p>	<p>ilearn2 – keyboard skills</p> <p>ilearn2 – text and images</p>

<p>and support when they have concerns about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> • 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>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> Level 2 – different sorts of inputs (Using keyboard to control the screen)</p>	<p><u>Coding – Discovery Coding</u> Level 2 – Buttons and Instructions (Making controllable buttons)</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 	<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>ilearn2 – Introduce programming</u> (Activity 2 - Junior Infant Tools , Lightbot activity)</p>	<p><u>ilearn2 – programming with Scratch Junior</u> (Introductory activities plus activity 1 & 2)</p>

<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs 			
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<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 Simple Draw Chrome Canvas
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 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 	Ilearn2 – develop programming	Ilearn2 – ebook creation

	programme, record video / audio using an app		
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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>Band Runner (CEOP) 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>Google docs Google Jamboard Google slides Google drawings</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 • know what to do if they are concerned when they use the internet 	<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 	<p>and other technology</p> <ul style="list-style-type: none"> • 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> Level 3 – Sequence and animation</p> <p>Timing and controlling events on the screen.</p>	<p><u>Coding – Discovery Coding</u> Level 3 – Conditional events (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 – develop programming	ilearn2 – programming with Scratch Junior – recap activities 1 & 2, move onto 3,4,5
National Curriculum Objectives	Trinity Skills Progression	Summer Term First Half	Summer Term 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 	<ul style="list-style-type: none"> describe how he/she might use variables within their program use technology appropriately, effectively and efficiently select and use software to accomplish given goals collect and present data 	<u>Coding – Discovery Coding</u> Level 4 – Introduction to Variables	Use a range of devices, apps and programmes to manipulate sound and music for a variety of purposes iPad Apps <ul style="list-style-type: none"> - Garageband - Sock Puppets - Isle of Tune

<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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<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 	<ul style="list-style-type: none"> • describe how he/she might use variables within their program • use technology appropriately, effectively and efficiently • select and use software to accomplish given goals • collect and present data 	ilearn2 – introduce animation and animation units	ilearn2 – comic creation

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. • 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 	<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 he/she believes something will happen • 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>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>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>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>

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 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 • 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 	<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>ilearn2 - e-safety – Band runner ilearn2 – internet research</p>	<p>ilearn2 – data handling (Google Sheets)</p>
National Curriculum Objectives	Trinity Skills Progression	Spring Term A First Half	Spring 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 collecting, analysing, evaluating and presenting data and information 	<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> Level 5 - refresher</p> <p>See also 'Isle of Tune' app on iPad</p>	<p><u>Coding – Discovery Coding</u> Level 5 – speed, direction and coordinates</p> <p>In addition, children could also use 'I can animate' on iPad.</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"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve 	<ul style="list-style-type: none"> detect and correct errors in increasingly complex algorithms 	<p>Control - Logo online (transum.org)</p>	<p>ilearn2 – Programming in Scratch-Activities 1-5</p>

<p>problems by decomposing them into smaller parts</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 • 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"> • analyse and evaluate information and make improvements. • use the internet and other technology safely and critically 		
<p>National Curriculum Objectives</p>	<p>Trinity Skills Progression</p>	<p>Summer Term A First Half</p>	<p>Summer 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 	<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 	<p><u>Coding – Discovery Coding</u> Level 5 – random numbers and simulations</p> <p>Using random variables in coding.</p>	<p>Use a range of devices, apps and programmes to create multimedia content for a variety of purposes</p> <ul style="list-style-type: none"> - Camera (video and still) - iMovie (film making and editing) - Green Screen app - MinecraftEdu

<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 	<p>and use programs and content)</p>		
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) 	<p>ilearn2 – computers past, present and future</p> <p>ilearn2 - animation</p>	<p>ilearn2 – App design (using Google Docs)</p>

Class 5			
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National Curriculum Objectives	Trinity Skills Progression	Autumn Term B First Half	Autumn Term B Second Half

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<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 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>Coding – Discovery Coding Level 6 – refresher & More complex variables</p>	<p>Coding – Coding with Scratch and Kodu</p> <p>Making an online game with Scratch and Kodu</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"> 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 	<p>ilearn2 – graphic design & image editing</p>	<p>ilearn2 – Programming in Scratch- All activities, focussing on 5+</p>

<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 	<ul style="list-style-type: none"> analyse and evaluate information and make improvements. 		
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 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 	Coding – Discovery Coding Level 6 – object properties	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>ilearn2 – Computer networks and the internet</p> <p>ilearn2 - Image editing</p>	<p>ilearn2 – HTML</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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