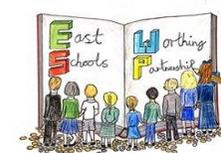
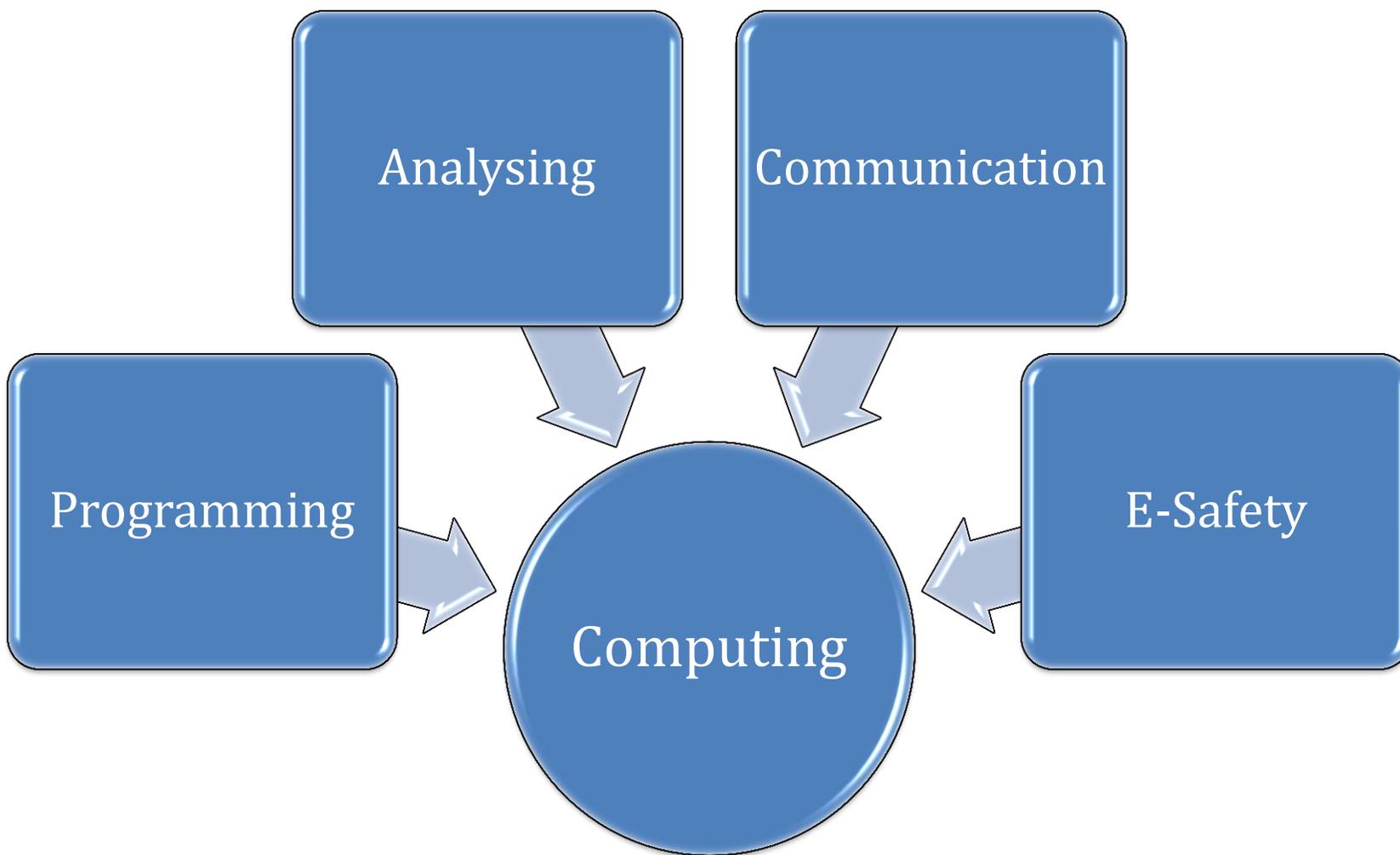
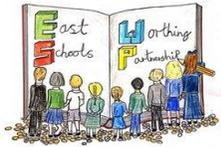


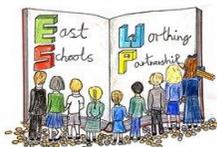
East Worthing Schools Partnership  
Curriculum 2014 – Computing





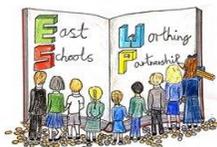
East Worthing Schools Partnership  
Curriculum 2014 – Computing

# Programming



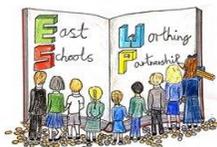
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<b>Year 1</b>	<b>Year 2</b>
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Recognise common uses of information technology beyond school</li> </ul>	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>Children recognise that devices and on- screen objects can be controlled by sequences of actions or instructions.</li> <li>They understand that devices and software can be controlled by buttons.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand what an algorithm is. Children recognise the need for precise instructions in a program.</li> <li>Children recognise the actions that will result from a sequence of instructions.</li> </ul>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Provide opportunities for children to give and follow instructions to move about the playground or hall</li> <li>Provide opportunities for children to explore what happens when different buttons are pushed on a floor robot and to predict what will happen when a sequence of buttons are pressed</li> <li>Encourage children to talk about the algorithm that will move a floor robot to a specified position</li> <li>Talk about the buttons that will need to be pressed on a floor robot to execute the algorithm</li> <li>Provide a range of technologies for children to discover outcomes for different inputs</li> <li>Provide opportunities for repeated experiences of programming robots, models and on-screen turtles to achieve particular outcomes</li> <li>Talk about precise instructions and debugging a program</li> <li>Talk about sequencing activities across the curriculum as examples of algorithms</li> <li>Talk about where programming is used in the school and the world around</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>I can physically follow and give instructions to move around.</li> <li>I can execute a program on a floor robot to achieve an algorithm.</li> <li>I can identify a simple algorithm.</li> <li>I can predict what will happen for a short sequence of instructions in a program.</li> <li>I can use simple software to create movement and patterns on a screen.</li> <li>I can use the word debug to correct any mistakes when programming a floor robot.</li> </ul>	<ul style="list-style-type: none"> <li>I can physically follow and give instruction including forward, backward and turn (right-angle) instructions</li> <li>I can articulate an algorithm to achieve a purpose</li> <li>I can debug a simple algorithm.</li> <li>I can plan and enter a sequence of instructions to achieve an algorithm, with a robot specifying distance and turn and drawing a trail</li> <li>I can predict what will happen and test results,</li> </ul> <p style="text-align: center;">y</p>



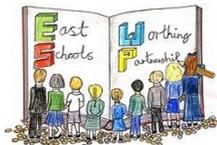
## East Worthing Schools Partnership Curriculum 2014 – Computing

Suggested activities	<p>Draw a picture using TES iboard <a href="#">drawing with a control toy</a>. (Change to the white coloured pen to move across picture.)</p>	<p>Can you write your name / topic word using TES iboard <a href="#">drawing with a control toy</a>.</p>
	<p>Set an obstacle courses for Bee-Bots for children to achieve specific outcomes. (Link to different curriculum areas.) Children talk about the algorithm they will need to follow as they plan a sequence of actions to achieve an outcome, before programming the Bee-bot. They debug any mistakes and look at programs planned by others to predict outcomes.</p>	<p>Children talk about an algorithm to move a <a href="#">Probot</a> to a create an oblong or a square. They plan the program that will be required. They test the program and identify any bugs. They suggest solutions to sort out problems.</p> <p>Children talk about each other's programs and predict the outcomes..</p>
	<p>Play TES iboard <a href="#">Controlling Round a Route</a>. Keep the control set to one turn being a quarter turn. (It could be used again with year 2s to talk about half and quarter turns.)</p>	<p>Play TES iboard <a href="#">cheese sniffer game</a> with a friend. You have five moves each turn. Play in a pair against another to encourage talk about the 'most efficient' set of moves to get to the next cheese.</p>
	<p>Use <a href="#">2Go (2Simple Infant Video Toolkit)</a> or <a href="#">PurpleMash online tools</a> to draw a picture. Compare with 'Drawing with a control toy. What is the same? What is different? Set the key pad to turning as soon as children can use the idea of a quarter turn.</p>	<p>Use <a href="#">2Go (2Simple Infant Video Toolkit)</a> or <a href="#">PurpleMash online tools</a> to plan specific routes using the town and racing track backgrounds. Talk about the algorithm required and plan the program to execute it. Set the key pad to turning 90°. Set children challenges to create programs for oblongs and squares or to create a letter. Talk about each other's programs and predict outcomes.</p>
	<p>Use <a href="#">Pivot stick animator</a> for children to explore making a stick figure animation. They can plan a sequence of actions. Set a challenge and talk about the algorithm and steps necessary to achieve it.</p>	
	<p>Use <a href="#">Lego WeDo</a> to program actions for a lego model for programming experiences.</p>	
	<p>Use <a href="#">Daisy the Dinosaur</a> app to achieve the outcome of a variety of challenges. In year two encourage children to explore repeat command. Use <a href="#">Kodable</a> and <a href="#">A.L.E.X</a> app to meet closed challenges.</p>	
	<p><a href="#">Kent Trust website</a> provides jackets to fit on your Bee Bot and cones for games with Bee-bot. <a href="#">Learning place</a> provides free activities and resources. <a href="#">Bee-bot software</a> can be introduced to transfer learning to the screen. <a href="#">Bee-bot</a> App now available.</p>	<p>Explore movements using a <a href="#">Probot</a> or other floor robot. Add a pen to the robot. What shapes can you create? Set a challenge to create a specific shape.</p>



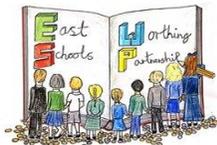
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<b>Year 3</b>	<b>Year 4</b>
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	
<b>Key Objectives</b>	<ul style="list-style-type: none"> <li>Children understand what an algorithm is and recognise that different sequences of actions can achieve the same outcome.</li> <li>They recognise repeat instructions.</li> <li>Children recognise that errors can occur when writing a program and understand the need to test planned sequences of actions.</li> </ul>	<ul style="list-style-type: none"> <li>Children begin to understand that efficient programming is important for effective outcomes. They understand that the use of repetition will make programs more efficient.</li> <li>They begin to recognise that sensing a change can cause an outcome.</li> <li>Children understand the need for planning an algorithm and a programming sequence to achieve an outcome.</li> <li>They recognise the need to test and step through program sequences to spot where errors may have occurred.</li> </ul>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Set problem solving tasks for children to develop thinking using both paper and pencil and appropriate software</li> <li>Talk about algorithms to solve difficult problems</li> <li>Talk about the format of instructions and encourage prediction of outcomes</li> <li>Ask questions about what will happen if ...</li> <li>Introduce sensors which can be used to 'trigger' actions such as a floor robot reversing to avoid an obstacle</li> <li>Talk about variables as the numbers which go with logo commands and a procedure as a way to teach the turtle or computer to do something new</li> <li>Model the testing of programs and talk about the need to debug programs</li> <li>Talk about examples of programming in the world around</li> </ul>	
<b>Child Skills list</b>	<ul style="list-style-type: none"> <li>I can plan and enter a sequence of instructions on a robot specifying distance and turn to achieve specific outcomes.</li> <li>I can test, evaluate and improve or debug programmed sequences.</li> <li>I can type commands to achieve outcomes</li> <li>I can use repeat to achieve solutions to tasks</li> <li>I can solve open-ended problems with a floor robot and Logo including creating simple regular polygons,</li> </ul>	<ul style="list-style-type: none"> <li>I can create and edit procedures typing logo commands including pen up, pen down and changing the trail of the turtle</li> <li>I can use sensors to 'trigger' an action such as turning the lights on using Probot if it 'goes through a tunnel', or reversing if it touches something</li> <li>I can solve open-ended problems with a floor robot, Logo or other software using efficient procedures to create shapes and letters</li> <li>I can apply my knowledge and understanding to a variety of software.</li> </ul>



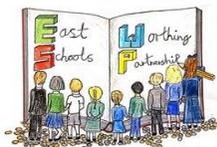
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<p>making sounds and planning movements such as a dance</p> <ul style="list-style-type: none"> <li>I can create an algorithm for example to tell a joke or a simple story using <a href="#">Scratch</a> or <a href="#">Tynker</a></li> <li>I can sequence pre-written lines of programming into order</li> </ul>	<ul style="list-style-type: none"> <li>I can create an algorithm and a program that will allow the user to make a decision</li> <li>I can identify some errors (debug) as I program devices and actions on screen</li> <li>I can use an algorithm to sequence more complex programming into order</li> <li>I can use my knowledge of algorithms to solve problems to work in Mathematics, Science and Design and Technology</li> </ul>
<b>Suggested activities</b>	<p>TES-iboard <a href="#">Spider web</a> and <a href="#">Mole Maze</a> can be used to develop understanding of the amount of turn required to plan to achieve specific outcomes.</p>	<p>Use <a href="#">NGfL resource</a> to see how sensing change can be used to cause actions to happen.</p>
	<p>Probot or other floor robot is used to explore regular polygons and other shapes. A procedure can be saved to create symmetrical patterns of polygons. Investigate the necessary instructions to include sound in a program. Children debug errors in their programming.</p>	<p>Children use if command on Probot or other floor robot to program a response if the robot touches an obstacle or moves into the dark. Can you program it to move when you clap? They test and debug their programming.</p>
	<p>Textease Studio or <a href="#">FSW logo</a> is used to write a name, to create procedures for regular polygons and other shapes such as a house, including the use of repeat command. They test and debug their own and the programs of others. Can you <a href="#">create these trains?</a></p>	<p>Procedures are used within procedures in logo programs to achieve specific outcomes such as a flower pattern, a fan, the creation of a town or a train as explored in Year 3. Children <a href="#">create a branching story</a> by creating different procedures for branches of the story.</p>
	<p><a href="#">Scratch</a> or <a href="#">Tynker</a> is used to create an animation of a <a href="#">Knock,Knock joke</a> or a simple story. They identify the algorithm and the programming required. They test and debug the program.</p>	<p><a href="#">Scratch</a> or <a href="#">Tynker</a> is used to create a simple <a href="#">Etch a Sketch game</a> using if commands to program actions using arrow keys on the keyboard. Children look at program instructions to identify outcomes. They increase the complexity of the programming to allow changes of colour or other possibilities. Children <a href="#">create a dance routine</a> for a sprite. They design their own algorithm for similar games, write and debug the program to achieve their planned outcome.</p>
	<p>Daisy the Dinosaur app is used to further develop the use of the repeat instruction. The plan algorithms, create and debug programs.</p>	<p><a href="#">i-LOGO app</a> is used to extend confidence in using the correct syntax for LOGO, to view sequences to achieve different purposes. They plan algorithms, create and debug programming sequence to achieve a specified outcome.</p>
	<p><a href="#">Hopscotch app</a> is used to develop repeat, wait and changes to appearance of objects on screen. Children plan algorithms to achieve specific</p>	<p><a href="#">Hopscotch app</a> is used to develop repeat, wait and changes to appearance of objects on screen. They use random command and create parallel programs by adding tabs with different sprites. Children</p>



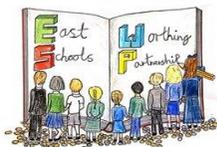
## East Worthing Schools Partnership Curriculum 2014 – Computing

	purposes. They create and debug programs.	plan algorithms to achieve specific purposes. They create and debug programs.
	Use Lego WeDo models with <a href="#">Scratch</a> for particular purposes such as using the motor to turn models. The download of Scratch is required for this.	
	<a href="#">A.L.E.X app</a> and <a href="#">Cargo-Bot</a> are used to meet new challenges. Children are encouraged to talk about the algorithm that will be required to meet the higher levels of challenge.	



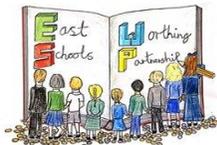
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<b>Year 5</b>	<b>Year 6</b>
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	
<b>Key Objectives</b>	<ul style="list-style-type: none"> <li>Children recognise the need for an effective algorithm to achieve a specific outcome. They understand that efficient procedures are important for effective outcomes.</li> <li>Children begin to recognise the need to break problems up into smaller parts to achieve a solution.</li> <li>Children recognise that sensing change can be used to begin an action.</li> <li>Children begin to understand the need for logical reasoning to detect and correct errors in a program.</li> <li>Children recognise a variable in an algorithm or program and begin to understand why it is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Children understand that efficient algorithms and procedures can be used to solve problems and plan for specific outcomes.</li> <li>Children recognise the need to break problems up into smaller parts to achieve a solution.</li> <li>Children understand that feedback from monitoring can be used in control procedures and to create programmes to solve problems. Children understand the need for logical reasoning to detect and correct errors in a program and link this to errors in the original algorithm planned.</li> <li>Children understand when they will need to use a variable in a program.</li> </ul>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Set problem solving tasks for children where they are expected to write procedures to achieve outcomes</li> <li>Model the writing of an algorithm to achieve a specific outcome</li> <li>Model the detecting and correcting errors in a program and link this to the original algorithm</li> <li>Set tasks for children to use sensing equipment to control actions of a device</li> <li>Provide opportunities for children to simulate controlling effects of a physical system</li> <li>Talk about a variable as a container or box to store a number that needs to be used in a program</li> <li>Talk about the uses of programming in the world around and its impact on society, including that of gaming</li> </ul>	
<b>Child Skills list</b>	<ul style="list-style-type: none"> <li>I can explore procedures using repeat command to</li> <li>I can explain a given procedure as parts of a program</li> <li>I can refine procedures to improve efficiency</li> <li>I can use a variable to replace the length of side and the angle of a regular shape</li> <li>I can write instructions to control software or hardware with an input and using if... then... commands</li> </ul>	<ul style="list-style-type: none"> <li>I can record in some detail the steps (the algorithm) that are required to achieve an outcome and refer to this when programming</li> <li>I can predict the outputs for the steps in an algorithm</li> <li>I can increase confidence in the process to plan, program, test and review a program</li> <li>I can write a program which follows an algorithm to solve a problem for a floor robot or other model</li> </ul>



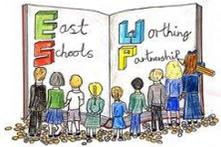
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<ul style="list-style-type: none"> <li>I can explore a computer model or simulated environment to control a physical system</li> <li>I can change inputs on a model to achieve different outputs</li> <li>I can refine and extend a program</li> <li>I can identify difficulties and articulate a solution for debugging a program</li> <li>I can write an algorithm to achieve the outcome that is wanted and refer to this when programming</li> </ul>	<ul style="list-style-type: none"> <li>I can write a program which follows an algorithm to achieve a planned outcome for appropriate programming software</li> <li>I can group commands as a procedure to achieve a specific outcome within a program</li> <li>I can control a simulated object and physical device using one or more input and predict the outputs</li> <li>I can explain how sensors can be used to measure input in order to activate a procedure or sequence and talk about applications in real life situations.</li> <li>I can create variables to provide a score or trigger an action in a game.</li> <li>I can link errors in a program to problems in the original algorithm</li> </ul>
<b>Suggested activities</b>	Procedures, including those using an if command, are used with a floor robot such as Probot to plan an efficient route around a 'road system'. Lights must be turned on when the robot goes through a tunnel.	Floor robots such as Probots or Lego Mindstorms are used for children to program models to successfully navigate courses including the use of input devices to avoid obstacles.
	Textease Turtle or other logo program such as <a href="#">FSW logo</a> or <a href="#">i-LOGO</a> app is used to develop procedures to create specific affects on screen extending their repertoire of commands. They plan algorithms that require inputs and make use of variables to create a program. They create a procedure to draw any regular polygon using number_of_sides and length. They <a href="#">experiment with mathematical sequences</a> of addition, subtraction, multiplication and division.	Use logo to create a square shaped spiral, a star. Create a procedure to calculate the area of a rectangle, the area of a circle. Use print and readword to create function machines for mathematical calculations such as the <a href="#">area of different quadrilaterals</a> . The <a href="#">Blockly maze</a> provides a useful assessment of children's understanding of both logo and planning and using an algorithm. Other Blockly resources can be used to develop logical thinking.
	<a href="#">Scratch</a> or <a href="#">Tynker</a> is used to create a <a href="#">racing car game</a> where the car must stay on the track. If commands are used to select an action when a colour is touched. Other games are created using sensing of an input to extend the actions within the game. A timer is added to the game. A picoboard is used with Scratch (download) to trigger actions based on the sensing of different variables such as sound. Different <a href="#">planning sheets</a> are available to support the creation of new games.	<a href="#">Scratch</a> or <a href="#">Tynker</a> is used to develop games to meet specific challenges such as a <a href="#">tennis game</a> (a version is available <a href="#">without the variables</a> to support learners who need an additional step before adding variables) or a <a href="#">hero catching 'baddies'</a> . A score is added to the game. The use of a picoboard is developed for children to use different controls for their games. Children use what they learn from examples of games to <a href="#">create their own</a> . Children create their own blocks which are procedures to achieve specific outcomes.
	Flowol 4 or Go Control is used to program a sequence of actions for a Zebra Crossing, a light house, lights and a	Flowol or Go Control is used to program a sequence of actions for crossroads, pelican crossing, and the train level crossing. These can be

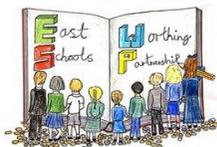


## East Worthing Schools Partnership Curriculum 2014 – Computing

	<p>foundation for the Town Hall during the day and the night, and bridge lights. These can be linked to models such as a fairground wheel where these are available.</p>	<p>linked to models where available.</p>
	<p><a href="#">Kodu</a> is introduced to plan and create games for their peers. (This is a free download but may not work on laptops unless they have a good graphics</p>	
	<p><a href="#">Hopscotch</a> app is used to develop skills, knowledge and understanding of programming as described for Scratch or Tynker above. <a href="#">A.L.E.X app</a> and <a href="#">Cargo-Bot</a> are used to develop problem solving skills.</p>	
<p>Sign up to Code Club to increase the repertoire of games children are creating in Scratch and Tynker. Both Scratch and Tynker provide their own tutorials and help videos. In Scratch go to help and scroll down to the bottom of the page to find a <a href="#">set of really useful short videos</a>. 2DIY could be purchased and its use extended by introducing children to the <a href="#">program language behind the visual interface</a>.</p>		

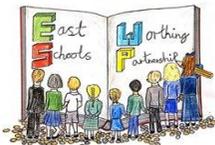


# Analysing



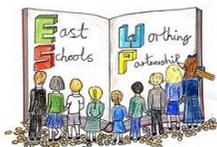
## East Worthing Schools Partnership Curriculum 2014 – Computing

	Year 1	Year 2
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology purposefully to retrieve digital content from the school public drive and the Internet.</li> <li>KS2: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>Children recognise uses of technology in their homes and in their community.</li> <li><i>Children understand that there are online tools that can help them create and communicate. From KS2 statements but relate to things which are part of the children's learning and provide a progression towards later understanding.</i></li> <li>Children begin to understand what the Internet is and the purposes that it is used for.</li> <li>Children understand there are a variety of sources of information and begin to recognise the differences.</li> <li>Children understand the different types of content on websites and that some things may not be true or accurate.</li> </ul>	
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Provide opportunities to talk about the use of technology linked to different topics e.g. weather or local environment in Geography.</li> <li>Provide opportunities to talk about the different uses of technology at home.</li> <li>Model the use of technology for different purposes in the classroom, including resources such as email and video messaging (Skype, Face time) and talk about similarities with uses of technology at home and in the local community</li> <li>Model the use of the Internet and provide links to appropriate websites to retrieve information, talking about who it belongs to</li> <li>Model the selection of appropriate information for a purpose such as books, Internet, and DVD; and the use of images, text, video, graphs, and tables from these sources</li> <li>Talk about the use of files on the school public drive and resources on the Internet.</li> <li>Talk about why you choose to use the Internet for different purposes.</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>I can identify uses of technology in the classroom, at home and in the local area.</li> <li>I can talk about using the Internet and using resources on the local device.</li> <li>I can explore simple information sources including age appropriate websites.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the purposes for using technology in the classroom, at home and in the world around.</li> <li>I can find information from a technology based resource such as the Internet, DVD or files on the public drive and talk about the differences and who the information belongs to.</li> <li>I can talk about whether the information from the source can be trusted.</li> </ul>



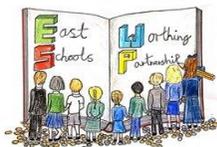
## East Worthing Schools Partnership Curriculum 2014 – Computing

<b>Suggested activities</b>	Label uses of technology around the classroom and around the school.	Choose to use technology to support learning at school and at home.
	Visit a local shopping area, taking photographs of different uses of technology.	Investigate uses of technology linked to a topic such as the technology to monitor weather.
	Bring pictures of uses of technology at home, or save them in an on-line learning space	Use <a href="#">Infant Encyclopaedia</a> to independently find information to support learning and talk about how this can also be used at home. Choose from weblinks provided by an adult to find information.
	Consider different uses of technology. Talk about <a href="#">what a computer does</a> . Talk about <a href="#">what other devices can be used for</a> .	
	Open resources stored on the school public drive to investigate a topic.	
	Explore <a href="#">Infant Encyclopaedia</a> finding the <a href="#">different icons</a> and talk about their purpose.	Look at <a href="#">Family Learning</a> or <a href="#">Early Learning HQ</a> websites to talk about the content on webpages including advertising and social network links.
	Follow weblinks provided by an adult to find information about topics. [Talk about the reliability of information]	Investigate the <a href="#">Tomato Spider</a> and consider the accuracy of the information.]
	Watch an adult find images to use to help learning about a topic. Talk about who they belong to and how we can show that we are using something that somebody has 'made'.	Have a look at a site offering free clipart e.g. <a href="http://www.phillipmartin.info/clipart/homepage.htm">http://www.phillipmartin.info/clipart/homepage.htm</a> . . Who does this belong to? How do you know? Are we allowed to use it? Scroll to the bottom of the page to have a look at terms and conditions.



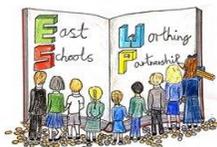
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<b>Year 3</b>	<b>Year 4</b>
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>• Children know when they are using the Internet and when they are using resources that are stored on their school network or on their personal device.</li> <li>• Children recognise where they can save work on the public drive in school and on the Internet.</li> <li>• Children recognise there are different search engines.</li> <li>• Children begin to identify appropriate places to collaborate and communicate on the Internet and the importance of doing so responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Children recognise the different storage areas we use to store our work, images, video and programs on individual devices and on the school network.</li> <li>• Children recognise links to resources in school and to resources on the Internet.</li> <li>• Children begin to recognise how information may not be accurate and may be used for bias, manipulation or persuasion.</li> <li>• Children begin to identify appropriate sources of information, considering copyright</li> <li>• Children understand that they need to use online collaborative and communication tools safely and responsibly.</li> </ul>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>• Model accessing different parts of a device, the school network and online to store information.</li> <li>• Model different ways of using technology to communicate with others and the responsibilities of users.</li> <li>• Provide opportunities to use appropriate resources to collaborate online and talk about responsible use.</li> <li>• Model the use of search engines to research information for topics and video-messaging (Skype, Facetime) to communicate with others.</li> <li>• Talk about the reliability of information and who it belongs to.</li> <li>• Model skimming and scanning reading skills to identify appropriate and useful sources of information.</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>• I know how work is saved on the school network, on the Internet and on individual devices.</li> <li>• I can talk about the parts of a computer.</li> <li>• I can use appropriate tools to collaborate on-line.</li> <li>• I can use appropriate tools to communicate on-line.</li> <li>• I can use simple search tools and find appropriate websites.</li> <li>• I can talk about the owner of information online and that they may bias.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the school network and the different resources they can access, including the Internet.</li> <li>• I can frame questions and identify key words to search for appropriate information on the Internet.</li> <li>• I can discuss reliability of information and ways it may influence you.</li> <li>• I can reference the owner of photos, clipart or text when using in my work.</li> </ul>



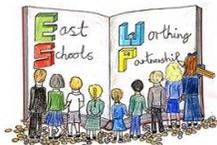
## East Worthing Schools Partnership Curriculum 2014 – Computing

<b>Suggested activities</b>	<p>Look at the insides of an old computer and discover the parts that will allow you to connect to the Internet.</p> <p>Create a diagram of the school infrastructure showing the link to the Internet.</p> <p>Watch the first minute of <a href="#">‘What is the Internet?’</a> video to see the way computers link together over the Internet.</p>	<p>Plan a folder structure for the Student drive which will allow everyone in the school to find their work and resource they need to use. (Or the equivalent online storage structure where this is used.)</p>
	<p>Create a non-fiction electronic book based on a topic, using Hyperlinks to different pages.</p>	<p>Create hyperlinks in documents to useful information on the World Wide Web. Draw a diagram to show the way a set of hyperlinks take you to the information you need to find for a topic.</p>
	<p>Use a blog responsibly to communicate with others.</p>	
	<p>Use <a href="http://primarywall.com/">http://primarywall.com/</a> to share ideas and <a href="http://primarypad.com/">http://primarypad.com/</a> to collaborate on a shared document. Schools with a VLE, J2e or PurpleMash will have additional tools for children to work together online.</p>	
	<p>Use <a href="#">different Search Engines</a> to look for information on your topic. Which provides the most useful results for you?</p>	<p>Consider research questions for a topic, identifying the key words to find relevant information.</p>
	<p>Watch <a href="#">Chapter 2 of Captain Kara and the SmartCrew</a>. How can you check the reliability of information?</p>	<p>Think about the different ways advertisements are used to influence you. <a href="#">Be an Ad detective</a>.</p>
	<p>Visit the <a href="#">Tree Octopus website</a>. Evaluate the information presented. How can you check the reliability of the website?</p>	<p>Visit <a href="#">Dog Island</a>. Search for holiday destinations for dogs. Why isn't Dog Island among the results?</p>
	<p>View work created by others on the public drive and on the Internet. For example, talk about poems written by other children. <a href="http://poetryzone.woodshed.co.uk/index2.htm">http://poetryzone.woodshed.co.uk/index2.htm</a> Consider who they belong to and ways in which you show respect for others people's ideas.</p>	<p>Investigate terms and conditions on different websites connected to current topics or interests of the class.</p>



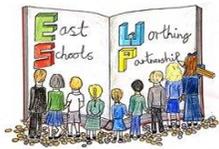
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<b>Year 5</b>	<b>Year 6</b>
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>• Children recognise the World Wide Web as part of the Internet and the ways they can connect to the Internet.</li> <li>• Children recognise different types of information and the need to evaluate that information.</li> <li>• Children understand that content online should not be downloaded or adapted without permission and acknowledgement.</li> <li>• Children understand the different purposes for selecting tools to communicate and collaborate online.</li> </ul>	<ul style="list-style-type: none"> <li>• Children recognise the different services that are part of the Internet. Children understand the elements within a webpage.</li> <li>• Children recognise that search results are selected and ranked. Children recognise their responsibility to check copyright and acknowledge where content comes from.</li> <li>• Children understand appropriate communication online.</li> </ul>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>• Model different services available on the Internet (Email, World Wide Web by using search engines or visiting school website, FTP File Transfer Protocol by sending an attachment, uploading documents to SLP or Dropbox, VOIP Voice Over Internet Protocol using Skype)</li> <li>• Talk about how the device that is being used is connected to the Internet.</li> <li>• Provide an old computer or new device such as a Raspberry Pi to allow children to connect parts of a computer together.</li> <li>• Talk about choices of online communication and collaboration tools for different purposes and the responsibilities when using them.</li> <li>• Model effective use of search engines.</li> <li>• Talk about evaluating web pages.</li> <li>• Model how to find out whether content can be used in own work by looking at terms and conditions of websites.</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>• I can identify different parts of computing devices.</li> <li>• I can identify different parts of the Internet.</li> <li>• I can choose appropriate tools for communication and collaboration and use them responsibly.</li> <li>• I can use effective strategies to search with appropriate search engines.</li> <li>• I can talk about the different elements on webpages.</li> <li>• I can find out who the information presented on a</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe different services provided by the Internet and how information moves around the Internet.</li> <li>• I can describe different parts of a computing device and how it connects to the Internet. Connect a computing device to a keyboard, mouse or printer.</li> <li>• I can identify appropriate forms of online communication for different audiences.</li> <li>• I can use search engines as part of an effective research</li> </ul>



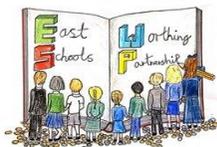
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<p>webpage belongs to.</p>	<p>strategy through refining and optimising.</p> <ul style="list-style-type: none"> <li>• I can describe how search results are selected and ranked.</li> <li>• I can acknowledge who resources belong to that have been found on the internet.</li> </ul>
Suggested activities	<p>Talk through the <a href="#">difference between the Internet and the World Wide Web</a> and consider what the <a href="#">Internet looks like</a>. Find out about the Internet through completing the Internet Quiz and the 'Welcome to the Web Challenge'. <a href="http://www.teachingideas.co.uk/welcome/internet/page1.htm">http://www.teachingideas.co.uk/welcome/internet/page1.htm</a></p>	<p>Find out more information about the Internet and World Wide Web Information for <a href="#">less confident readers</a> and <a href="#">more confident readers</a>. Create a poster to help the teachers in your school to understand the Internet. Follow sessions 1 – 4 of <a href="http://code-it.co.uk/year5/index.htm">http://code-it.co.uk/year5/index.htm</a> to discover how information is passed around the Internet. <a href="#">Watch this video</a> or <a href="#">Here and There video</a> on YouTube.</p>
	<p>Create a table, poster or wiki of the online tools that are used to communicate at home and in school. Describe why you would use the resource and any e-Safety considerations.</p>	<p>Use the 'Are you persuaded?' section of <a href="#">Information Detectives</a> to consider ways you may be influenced. Label a web page with the <a href="#">different elements</a> and describe what they are for, including any e-Safety considerations.</p>
	<p>Use the 'Detective Training' section to increase your searching skills. Decide on your criteria for choosing a search engine. Assign scores to <a href="#">SearchBox</a>, <a href="#">Swiggle</a> and <a href="#">Primary School Safe Search</a> (all using Google custom search).</p>	<p><a href="#">Investigate how searching for information happens</a>. Consider how a search engine works <a href="http://www.google.com/insidesearch/howsearchworks/crawling-indexing.html">http://www.google.com/insidesearch/howsearchworks/crawling-indexing.html</a> <a href="http://computer.howstuffworks.com/internet/basics/search-engine.htm">http://computer.howstuffworks.com/internet/basics/search-engine.htm</a></p>
	<p>Create web pages for different purposes to share learning with others.</p>	
	<p>Use blogs and email responsibly to communicate with others. Watch the <a href="#">Story of Send</a> to see what happens when you send an email and how the infrastructure can be managed responsibly.</p>	
	<p><a href="#">Investigate how information is stored</a>. Find out how much information is available in an information book and on the Internet.</p>	<p>Collect a list of the services on the Internet.</p>
	<p>Use the <a href="#">Faux Paw video resources</a> from iKeepSafe and discuss which content can be copied, and which is subject to copyright,</p>	<p>Use the <a href="#">Digizen Copyright resources</a> including a Moral Compass activity to consider the effects of using other's content without permission.</p>
	<p>Think about the whole <a href="#">process of finding information on the Internet</a>. Focus particularly on the sections about the web pages</p>	<p>Consider <a href="#">types of information</a> and which you will rely on. In particular thinking about primary and secondary sources of information. Use the 'Can you believe it?' section of <a href="#">Information Detectives</a> to consider reliability of information.</p>
<p>Use <a href="#">All About Explorers</a> to <a href="#">establish a strategy</a> to evaluate the results of a web search.</p>	<p>Plan an <a href="#">effective strategy to use search engines as part of research</a> linked to learning in the classroom and at home.</p>	



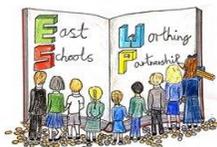
East Worthing Schools Partnership  
Curriculum 2014 – Computing

Communication



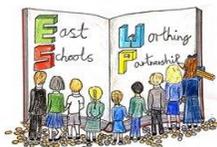
East Worthing Schools Partnership  
Curriculum 2014 – Computing

	Year 1	Year 2
<b>Computing curriculum POS</b>	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>Children recognise that they can use ICT to organise and present their ideas.</li> </ul> <p>Children recognise that they can use ICT and online tools to create and communicate with others. [Children begin to understand what the Internet is and the purposes that it is used for.]</p>	
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Create word banks and templates to allow children to develop and present work to each other.</li> <li>Provide opportunities to save, open and retrieve work.</li> <li>Model the use of digital (still and video) cameras to support work across the curriculum and teach children to use them where appropriate.</li> <li>Provide opportunities for children to access appropriate educational images to include in their work.</li> <li>Provide opportunities for children to create images using paint programs and digital cameras.</li> <li>Provide opportunities for children to record their own voices using sound recorders.</li> <li>Provide opportunities for children to develop keyboard skills.</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>I can use paint programs to create pictures.</li> <li>I can add text and images to a template document using an image and word bank.</li> <li>I can record their own voices and play back to an audience.</li> <li>I can use a video or stills camera to record an activity.</li> <li>I can create sounds and simple music phrases using ICT tools.</li> <li>I can use index fingers (left and right hand) on a keyboard to build words and sentences.</li> <li>I know when and how to use the SPACE BAR (thumbs) to make spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>I can use an increasing variety of tools and effects in paint programs and talk about their choices.</li> <li>I can create my own documents, adding text and images.</li> <li>I can use templates to make electronic books individually and in pairs.</li> <li>I can explore the effects of sound and music in animation or video.</li> <li>I can use keyboard to enter text (index fingers left and right hand).</li> <li>I know when and how to use the RETURN/ENTER key.</li> <li>I can use SHIFT and CAPS LOCK to enter capital letters.</li> <li>I can use DELETE and BACKSPACE buttons to correct text.</li> <li>I can create sentences, SAVE and edit them later.</li> </ul>



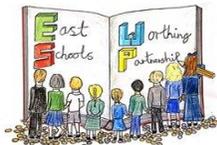
## East Worthing Schools Partnership Curriculum 2014 – Computing

Suggested activities	Use Fresco, 2Paint (Infant Video Toolkit) or <a href="#">Art Set app</a> to create pictures.	Use 2Paint (infant Video Toolkit), <a href="#">Tuxpaint</a> or <a href="#">Art Setapp</a> to create pictures and talk about what tools they have chosen.
	Use 2Publish (Infant Video Toolkit), Textease or <a href="#">Explain Everything app</a> to retell a story using images, text and a wordbank.	Create documents and presentations using text and images using 2Publish, 2Create a Story, <a href="#">Pic Collage app</a>
	Create a simple drawn animation using <a href="#">ABCAnimate</a> or 2Animate (in Purple Mash).	Use the <a href="#">BBC 21CC website</a> to explore the skills of stop-motion animation and create a simple class stop-motion animation using <a href="#">Stop Motion Animator</a> or <a href="#">ZU3D</a> or <a href="#">Monkeyjam</a> , retelling a class story.
	Use hand held video camera or tablet device to capture learning experiences. Play these back to talk about the learning or rehearse talk for writing.	
	Use <a href="#">Sock Puppets app</a> to record voices and play back to an audience.	
	Use <a href="#">Talking Tins</a> to create an interactive display around a class project.	Interview a person in the school using a sound recorder and listen back to the recording.
	Explore <a href="#">Creating a Sound Picture</a> or <a href="#">MusicSparkles app</a> to explore appropriate music .	Create a wordcloud of a fairy story or topic using <a href="#">ABCya</a> and explore appropriate music using <a href="http://fun2think.com/free-online-music-making-for-kids/">http://fun2think.com/free-online-music-making-for-kids/</a> or <a href="#">Music Sparkles app</a> .
	Use <a href="#">BBC Dancemat Typing</a> to practice keyboard skills.	



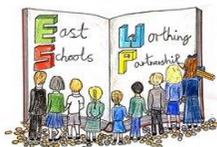
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<b>Year 3</b>	<b>Year 4</b>
<b>Computing curriculum POS</b>	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, system and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>Children recognise that they can use ICT to develop, organise and share their ideas</li> </ul> <p>Children recognise that their work can be created and shared online, or on a local device</p>	<ul style="list-style-type: none"> <li>Children begin to recognise that they can edit and organise their ideas to achieve a specific outcome</li> </ul> <p>Children recognise appropriate online tools to help them create and collaborate.</p>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Model the editing of texts and provide opportunities across the curriculum for children to build text editing skills.</li> <li>Encourage children to become independent in accessing and modifying photographs, <i>considering the issue of copyright</i></li> <li>Provide continuing opportunities for children to create their own pictures and edit photographs and digital video using paint programs, video editing programs and online tools</li> <li>Provide opportunities for children to create, edit and share sound files</li> <li>Provide opportunities for children to share their learning with others online</li> <li>Provide opportunities for children to extend their keyboard skills</li> <li>Model how to evaluate and modify their multimedia work to make it fit for purpose</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>I can explore and simply evaluate the use of multimedia (photos, video and sound) to enhance communication</li> <li>I can create and edit text and presentation documents, experimenting with fonts, size, colour, alignment for emphasis and effect.</li> <li>I can use a range of effects in art programs including brush sizes, repeats, reflections Explore the use of video, animation, and greenscreening.</li> <li>I can use ICT tools to create musical phrases.</li> <li>I can amend text and save changes.</li> <li>I can use individual fingers to input text and use SHIFT key to type characters.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore how multimedia (photos, video and sound) can create atmosphere and appeal to different audiences</li> <li>I can be confident in creating and modifying text and presentation documents to achieve a specific purpose</li> <li>I can use art programs and online tools to modify photos for a specific purpose using a range of effects</li> <li>I can explore the use of video, animation, and green screening for a specific audience.</li> <li>I can use ICT tools to create music phrases for a specific purpose</li> <li>I can use a keyboard effectively, including the use of keyboard shortcuts</li> <li>I can use font sizes and effects such as bullet points appropriately.</li> <li>I know how to use a spellcheck.</li> </ul>



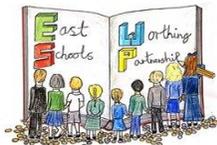
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<ul style="list-style-type: none"> <li>Amend text by highlighting and using SELECT/DELETE and COPY/PASTE.</li> <li>Look at own work and consider how it can be improved for effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>I can look at my own, and a friend's work and provide feedback that is constructive and specific to the objective.</li> </ul>
<b>Suggested activities</b>	Use the videos and animations in the <a href="#">Literacy Shed</a> to discuss how sound and music create atmosphere	Create a short film or stop-motion animation using Moviemaker Live or <a href="#">iMotionHD app</a> individually or in pairs, and add appropriate music from <a href="#">Freeplaymusic</a>
	Film a TV style interview using a handheld camera and greenscreen technology where appropriate (e.g. using <a href="#">Backdrop TV</a> or <a href="#">Greenscreen Movie FX app</a> )	Film and create a video (e.g. history roleplay) using appropriate tools e.g. greenscreening, considering music, sound effects and credits. Use Windows Live Moviemaker or <a href="#">iMovie app</a> or <a href="#">Vintagio app</a> to open the video for editing and explore how clips can be snipped, moved and deleted.
	Use <a href="#">Puppet Pals app</a> to create animations bringing together images and sound for effect and an intended audience.	
	Use <a href="#">Funny Movie Maker app</a> or <a href="#">Morfo app</a> to animate images or objects and consider the effectiveness of the result.	
	Use an online storybook maker or app e.g. <a href="#">Storybird</a> or <a href="#">Storypatch</a> / <a href="#">Zooburst</a> apps to choose images that tell a story and add appropriate text, considering the effect on an audience. Share with classmates and improve work through their feedback.	
	Create art in the style of a famous artist e.g. using <a href="#">Artisancamactivities</a> and / or tools in a paint program (e.g. Fresco)	Take a photo and use the effects tools in <a href="#">Pixlr</a> or Fresco or <a href="#">Artify app</a> to apply the effect of a famous artist e.g. Andy Warhol or Claude Monet , considering the effectiveness of the result.
	Create a Textease or Word linked book, inserting images and exploring the effect of changing font and style and adding animations. Evaluate the finished presentation and consider how it could be improved.	Create a Textease / PowerPoint presentation or book (e.g. <a href="#">Creative BookBuilder app</a> ) around a specific theme e.g. favourite authors; Ancient Greece, combining images, sound, animations and transitions and consider how effective it is in engaging an audience.
	Explore the effects of sound, rhythm and mood using the <a href="#">BBCMusical Mysteries site</a> . Use the <a href="#">Virtual Keyboard</a> or 2Simple MusicToolkit or <a href="#">Beatwave app</a> to create musical phrases for a class story	Create a podcast of a radio play using <a href="#">Audacity</a> to record voices and adsound effects e.g. using <a href="#">Sounngle</a> sound library.
Use the creative tools in J2e or PurpleMash to create and share with an audience.		



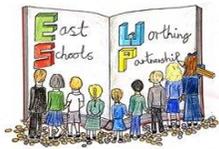
## East Worthing Schools Partnership Curriculum 2014 – Computing

	Year 5	Year 6
<b>Computing curriculum POS</b>	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, system and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>Children recognise the methods and effect of combining and refining information for an audience to achieve intended outcomes.</li> <li>Children understand that ideas can be enhanced and refined by editing.</li> </ul> <p>Children recognise that there are a variety of tools they can choose publish their learning.</p>	<ul style="list-style-type: none"> <li>Children understand the contribution a specific tool or device can make to an intended outcome.</li> <li>Children recognise the effectiveness of their own work and that of others.</li> </ul> <p>Children recognise the need to consider where their learning is published (including online).</p>
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>Establish purpose for using ICT to present ideas to a variety of audiences.</li> <li>Set challenges for children to use a range of media and to select appropriate software and hardware to achieve outcomes.</li> <li>Provide opportunities for children to refine, edit and share their work and reflect on its effectiveness.</li> <li>Provide opportunities for children to communicate with a range of audiences encouraging collaboration and sharing of ideas.</li> <li>Provide opportunities for children to edit, modify, evaluate and share their work and reflect on its effectiveness.</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>I can select an appropriate ICT or online tool to create and share ideas.</li> <li>I can explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified.</li> <li>I can develop skills using transitions and hyperlinks to enhance the structure of presentations.</li> <li>I can use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness.</li> <li>I know how to use text and video editing tools in programs to refine their work.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the purpose for selecting an appropriate online tool.</li> <li>I can discuss audience, atmosphere and structure of a presentation or video.</li> <li>I can collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience.</li> <li>I can use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations.</li> <li>I can store presentations and videos online where they can be accessed by themselves and shared with others.</li> <li>I can evaluate the effectiveness of their own work and the work of</li> </ul>



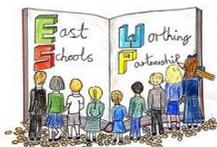
## East Worthing Schools Partnership Curriculum 2014 – Computing

	<ul style="list-style-type: none"> <li>I can use online tools to create and share presentations and films.</li> </ul>	others.
<b>Suggested activities</b>	Create a word cloud for a topic in an appropriate shape using <a href="#">Tagxedo</a> or <a href="#">CloudArt app</a> .	Use <a href="#">Voicethread</a> or <a href="#">Voicethread app</a> to create a collaborative, multimedia slideshow where others can leave comments using voice, text or video.
	Make an animated video or book to share a story using <a href="#">GoAnimate</a> , <a href="#">I Can Animate app</a> or <a href="#">Book Creator app</a> .	Use SMART Notebook or Activ studio (PC or <a href="#">app</a> ) to create a notebook on a particular topic, embedding sound, video, HTML and hyperlinks.
	Create a presentation using an online tool or app e.g. <a href="#">PhotoPeach</a> , <a href="#">Zoho Docs</a> , <a href="#">Prezi</a> , <a href="#">Keynote app</a> or <a href="#">Domo Animate</a> app and share with others to collect feedback that can improve the work.	Use <a href="#">iEtherpad</a> , or <a href="#">Google Docs</a> to collaborate on a shared document with others.
	Create a presentation using PowerPoint, Textease, <a href="#">Creative Book Builder app</a> or similar including a combination of self-made content e.g. images, sound and video. Consider its effectiveness and edit / improve following feedback.	
	Use <a href="#">Linoit</a> , <a href="#">Padlet</a> , <a href="#">Primary Pad</a> or similar online tool to collaborate in the process of creating and sharing ideas and providing feedback.	
	Storyboard, film and edit a short video using Windows Live Moviemaker or <a href="#">iMovie app</a> about a topic or class text. Add appropriate narration and further audio track of music and sound effects (go to <a href="#">Sounle</a> for sound effects). Evaluate the effectiveness of the result and edit work for improvements.	
	Explore the use of <a href="#">tagging in a class blog</a> to further categorise and organise blog content. Embed html code from created content in third-party sites into blog posts e.g. <a href="#">Wordle</a> , <a href="#">Voki</a> , <a href="#">Storybird</a> , <a href="#">PhotoPeach</a> .	
	Use <a href="#">Audacity</a> to record music or sound and explore how to edit and repeat sounds and how to add to a video created using Windows Live Moviemaker or <a href="#">iMovie app</a> .	



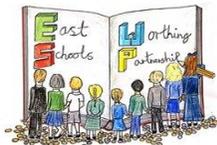
East Worthing Schools Partnership  
Curriculum 2014 – Computing

E-Safety



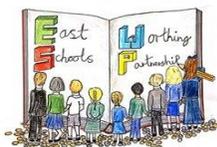
## East Worthing Schools Partnership Curriculum 2014 – Computing

	Year 1	Year 2
<b>Computing curriculum POS</b>	<ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private.</li> <li>• Know where to go for help and support when they have concerns about content or contact on the internet or other online material.</li> </ul>	
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>• Children begin to understand what personal information is and who you can share it with, including the need to keep passwords private.</li> <li>• Children begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences.</li> <li>• Children know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are <i>doing</i>.</li> <li>• <i>Children recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.</i></li> <li>• <i>Children understand there are a variety of sources of information and begin to recognise the differences.</i></li> </ul>	
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>• Discuss and define classroom rules / expectations about safe use of the Internet.</li> <li>• Provide opportunities to discuss what personal information is and who you can tell it to.</li> <li>• Provide opportunities to log onto networks or school website and discuss keeping passwords private.</li> <li>• Reinforce the rule about keeping adults informed about Internet activity and telling if you see something you don't like.</li> <li>• Model making good choices about the websites you use, and how long to spend online.</li> <li>• Talk about the need for kind and polite communication in real life and online.</li> </ul>	
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>• I can follow the agreed e-safety rules for the classroom.</li> <li>• I can use a selection of websites and consider who can see the information online.</li> <li>• I can play appropriate games on the internet, including games against real people.</li> <li>• I can talk about how adults can help us, including when we see something we don't like or something makes us feel uncomfortable.</li> <li>• I can talk about the importance of keeping personal information private, including passwords</li> </ul>	



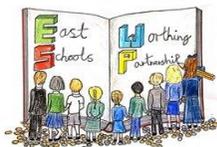
## East Worthing Schools Partnership Curriculum 2014 – Computing

<b>Suggested activities</b>	Log in to Purple Mash or other age appropriate websites. Talk about the different kinds of websites it is good to use.
	Play games to reinforce the idea of personal information eg ones shown in <a href="#">video of Christchurch Primary School</a> (1min 15 to 3min 08).
	Create class rules for safe and responsible use of technology in the classroom and at home.
	Play appropriate games on the Internet e.g. <a href="http://www.bbc.co.uk/schools/websites/eyfs">http://www.bbc.co.uk/schools/websites/eyfs</a> including games against other people <a href="http://www.tutpup.com/">http://www.tutpup.com/</a> .
	Watch appropriate parts of <a href="#">Lee and Kim</a> or <a href="#">Hector's World Cartoon 1</a> and discuss safety in sharing information and sharing with trusted adults.
	Read <a href="#">Digiduck's Big Decision</a> to talk about good and bad choices and the effect these can have on others.
	Role-play how to talk kindly and politely to friends online and in the real world, and how to comment kindly on people's work.
Role-play deciding that you have spent too much time online. Suggest ways that you can remind yourself to change to other kinds of activities.	



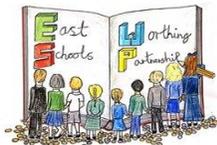
## East Worthing Schools Partnership Curriculum 2014 – Computing

	Year 3	Year 4	Year 5	Year 6
<b>Computing curriculum POS</b>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns and inappropriate behaviour.			
<b>Key objectives</b>	<ul style="list-style-type: none"> <li>• Children recognise the need to keep personal information and passwords private. They recognise the need for a secure password.</li> <li>• Children understand the need for rules to keep them safe when exchanging ideas online.</li> <li>• Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying</li> <li>• Children recognise the need to choose age-appropriate games to play on their devices, and when to limit use.</li> <li>• Children recognise the need to protect their devices from viruses. Children understand that any personal information they put online can be seen and used by others.</li> <li>• Children recognise that they can use online tools to collaborate and communicate with others and the importance of doing this responsibly, choosing age-appropriate websites</li> <li>• Children recognise the effect their writing or images might have on others.</li> </ul>		<ul style="list-style-type: none"> <li>• Children understand the need to keep personal information and passwords private, and know how to choose a secure password.</li> <li>• Children understand appropriate and inappropriate use of the Internet including excessive use.</li> <li>• Children recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use.</li> <li>• Children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.</li> <li>• Children understand how to use social networking websites appropriately, keeping an adult informed about their online activity. They make good choices when they present themselves online.</li> <li>• how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks.</li> <li>• Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others.</li> </ul>	
<b>Teachers enabled progress</b>	<ul style="list-style-type: none"> <li>• Discuss and agree classroom rules / expectations about safe use of the Internet.</li> <li>• Model how to protect personal information and how to choose a secure password.</li> <li>• Reinforce the rule about keeping adults informed about Internet activity and telling if you see something you don't like or if you feel you're being bullied.</li> <li>• Model how to choose age-appropriate websites and minimise risk of viruses</li> <li>• Provide opportunities to communicate and collaborate</li> </ul>		<ul style="list-style-type: none"> <li>• Provide opportunities to discuss and agree classroom rules /expectations about safe use of the Internet.</li> <li>• Model how to protect personal information through secure passwords and making good choices about sharing information.</li> <li>• Provide opportunities to discuss what is an appropriate amount of time to spend online</li> <li>• Talk about how to protect themselves and devices from inappropriate content/conduct and virus threats,</li> <li>• Model how to report concerns e.g. telling an adult, using Report Abuse button.</li> </ul>	



## East Worthing Schools Partnership Curriculum 2014 – Computing

	<p>safely and respectfully with others online e.g. class blogging</p> <ul style="list-style-type: none"> <li>Model how to provide appropriate responses to others' work e.g. through class blogs.</li> </ul>	<ul style="list-style-type: none"> <li>Model the use of appropriate tools to communicate with others in a safe, responsible and respectful way.</li> </ul>
<b>Child skills list</b>	<ul style="list-style-type: none"> <li>I can sensible e-safety rules for the classroom</li> <li>I can choose a secure password for age-appropriate websites.</li> <li>I can discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button.</li> <li>I can talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time.</li> <li>I can use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully</li> <li>I can comment and provide positive feedback on the work of classmates in school or online, or the work of others online.</li> </ul>	<ul style="list-style-type: none"> <li>I can agree sensible e-safety rules for the classroom.</li> <li>I can discuss their own personal use of the Internet and choices they make including excessive use, personal information and password security</li> <li>I can discuss how to protect devices from virus threats.</li> <li>I can discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns.</li> <li>I can explore using the safe and responsible use of online communication tools e.g. blogs, messaging.</li> </ul>
<b>Suggested activities</b>	Use password creator activities from Netsafe <a href="http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/webcam-covers/">http://hectorsworld.netsafe.org.nz/teachers/lesson-plans-and-resources/webcam-covers/</a>	Watch <a href="#">Kieran's Story</a> (part of BBC Caught in the Web at 6 mins). Keep a diary of own online use. Visit <a href="#">How Secure is my Password</a> or <a href="#">Microsoft Password Checker</a> to check password status.
	Watch <a href="#">Captain Kara Chapter 5 (Meet)</a> or <a href="#">Jigsaw CEOP video</a> to reinforce reporting concerns and discuss the ways this can be done.	Watch <a href="#">Jigsaw video</a> about posting personal information online. Discuss what is okay to share online and what should be talked about in person.
	Create a class top 10 of games to play on a computer. Talk about what makes them good choices to play. Discuss effects of spending too long playing games on devices. Role-play sensible/inappropriate time on the computer.	Watch and discuss <a href="#">Lucy's Story</a> (part of BBC Caught in the Web at 3 mins) or <a href="#">Let's Fight it Together</a> to discuss protecting yourself and reporting cyberbullying.
	Agree class rules for the responsible use of technology. Create posters, presentations, videos or leaflets of the rules	
	Watch <a href="#">Captain Kara Chapter 1 (Accept)</a> or <a href="#">BBC Horrible Histories (Beware the Download)</a> and talk about responsible behaviour	Watch <a href="#">Tracey Beaker Come Alone Carmen</a> to discuss the risks of meeting people online and why you should always keep an adult informed.



## East Worthing Schools Partnership Curriculum 2014 – Computing

	online.	
	Watch <a href="#">Captain Kara Chapter 4 (Tell)</a> and <a href="#">Suffering in Silence</a> to discuss the effects of unkind communication.	Use <a href="#">ThinkUKnow Cybercafe activities</a> to explore how to safe online spaces and use mobile phones and chat rooms
	Comment constructively on the work of others online e.g. two stars and a wish response.	Use Horrible Histories <a href="#">Internet Privacy Settings video</a> and <a href="#">Internet Videos are Forever</a> to discuss the impact of making unsafe or bad choices online.

To be reviewed January 2018