

Iver Village Infant School

Computing and Online Safety
Curriculum

Reception Computing Objectives		
Computer Science	Information Technology	Digital Literacy
<p>Pupils...</p> <p>Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware</p> <p>Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p>	<p>Pupils...</p> <p>Manage a device by correctly closing websites or apps and safely turning on and off.</p> <p>Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).</p> <p>Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)</p> <p>Experience simple apps and software and use these to present ideas.</p>	<p>In addition to our Online Safety curriculum (Education for a Connected World), pupils...</p> <p>Recognise technology that is used at home and in school.</p> <p>Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</p>
<p>Useful resources</p> <p>Beebots, remote control toys Beebot emulator website Beebot app, Daisy Dino app</p>	<p>Useful resources</p> <p>Purple Mash – Mini Mash</p>	<p>Useful resources</p> <p>https://www.bbc.co.uk/bitesize/clips/zqkj2hv https://www.bbc.co.uk/bitesize/topics/zvsc7ty/articles/zc4x6sg</p>

Reception Online Safety objectives (Taken from UKCCIS Education for a Connected World)							
Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	
Self-Image and Identity	Privacy and security	Online Bullying	Online Reputation	Health, well-being and lifestyle	Online Relationships	Managing Online Information	Copyright and ownership
<ul style="list-style-type: none"> - I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. - I can explain how this could be either in real life or online. 	<ul style="list-style-type: none"> - I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). - I can describe the people I can trust and can share this with; I can explain why I can trust them. 	<ul style="list-style-type: none"> - I can describe ways that some people can be unkind online. - I can offer examples of how this can make others feel. 	<ul style="list-style-type: none"> - I can identify ways that I can put information on the internet. 	<ul style="list-style-type: none"> - I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. 	<ul style="list-style-type: none"> - I can recognise some ways in which the internet can be used to communicate. - I can give examples of how I (might) use technology to communicate with people I know. 	<ul style="list-style-type: none"> - I can talk about how I can use the internet to find things out. - I can identify devices I could use to access information on the internet. - I can give simple examples of how to find information (e.g. search engine, voice activated searching). 	<ul style="list-style-type: none"> - I know that work I create belongs to me. - I can name my work so that others know it belongs to me.

Year 1 and Year 2 Computing Objectives

	<u>Computer Science</u>		<u>Information Technology</u>		<u>Digital Literacy</u>
Year 1 Computing Objectives	<p>In addition to objectives taught in the previous year, pupils...</p> <p>Predict what will happen for a simple sequence of instructions (algorithm)</p> <p>Investigate how algorithms work</p> <p>Make an algorithm/program to achieve a simple outcome</p> <p>Improve a simple algorithm by identifying basic errors (bugs) and correcting (debugging)</p>		<p>In addition to objectives taught in the previous year, pupils...</p> <p>Save work when the saving location has been set by an adult</p> <p>Manage a device by logging in, logging out, (shutting down where appropriate) and knowing the main parts of a computer</p> <p>Input commands with increasing fluency using the space bar, backspace, enter, caps lock, letters, numbers and common symbols/punctuation on a keyboard on any device (including on a tablet).</p> <p>Input commands with increasing fluency using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)</p> <p>Experience a range of simple apps and software and use these to create and present ideas.</p> <p>Evaluate their work by saying what is good about it.</p>		<p>In addition to our Online Safety curriculum (Education for a Connected World) and objectives taught in the previous year, pupils...</p> <p>Recognise that devices can be connected</p> <p>Understand the ways devices are used in the classroom and at home</p> <p>Use a search engine to find information</p>
Year 2 Computing Objectives	<p>In addition to objectives taught in the previous year, pupils...</p> <p>Predict what will happen in an algorithm using logical reasoning.</p> <p>Investigate the way algorithms need precise, unambiguous instructions to work</p> <p>Make algorithms that solve a problem, using simple drawings or diagrams to plan the solution</p> <p>Improve algorithms, using debugging skills such as checking back through their plan and algorithm.</p>		<p>In addition to objectives taught in the previous year, pupils...</p> <p>Save and retrieve work using an appropriate file name</p> <p>Manage a device by navigating a range of software and using simple passwords</p> <p>Input commands by using both hands on a keyboard on any device (including on a tablet), understanding where home keys are and using a wide range of letters, numbers and symbols.</p> <p>Input commands using a mouse, with an understanding of the difference between left and right click OR use finger control to interact with a tablet (double tap, swipe, pinch zoom)</p> <p>Experience a wide range of apps and software and use these to create and present ideas.</p> <p>Evaluate what is good about work and how it could be improved.</p>		<p>In addition to our Online Safety curriculum (Education for a Connected World) and objectives taught in the previous year, pupils...</p> <p>Recognise that devices can be connected via networks.</p> <p>Understand the ways devices are used in the workplace and the wider world.</p> <p>Use key words in a search engine to find information</p>
	Term 1	Term 2	Term 3	Term 4	Term 5 and Term 6
Cycle A	Unplugged learning and Beebot emulator website	Beebots – an <i>example lesson sequence can be found here</i> Purple Mash – 2Go	IT skills – ipad input commands (home button, sleep button, swipe, double press). On Purple Mash - login, logout, navigate, save, open (Purple Mash – Mashcams if appropriate and 2paint)	Purple Mash - 2Explore (Music focus) Purple Mash – 2Count	Learning about technology at home and at school, how devices can be connected and how to use a search engine Learning about technology in the workplace and wider world , how devices can be connected via networks and how to use a search

Year 1 Online Safety objectives (Taken from UKCCIS Education for a Connected World)

Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	
Self-Image and Identity	Privacy and security	Online Bullying	Online Reputation	Health, well-being and lifestyle	Online Relationships	Managing Online Information	Copyright and ownership
<ul style="list-style-type: none"> - I can recognise that there may be people online who could make me feel sad, embarrassed or upset. - If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust. 	<ul style="list-style-type: none"> - I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). - I can explain why I should always ask a trusted adult before I share any information about myself online. - I can explain how passwords can be used to protect information and devices. 	<ul style="list-style-type: none"> - I can describe how to behave online in ways that do not upset others and can give examples. 	<ul style="list-style-type: none"> - I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first. 	<ul style="list-style-type: none"> - I can explain rules to keep us safe when we are using technology both in and beyond the home - I can give examples of some of these rules. 	<ul style="list-style-type: none"> - I can use the internet with adult support to communicate with people I know. - I can explain why it is important to be considerate and kind to people online. 	<ul style="list-style-type: none"> - I can use the internet to find things out. - I can use simple keywords in search engines. - I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> - I can explain why work I create using technology belongs to me. - I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). - I can save my work so that others know it belongs to me (e.g. filename, name on content).

Year 2 Online Safety objectives (Taken from UKCCIS Education for a Connected World)

Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	
Self-Image and Identity	Privacy and security	Online Bullying	Online Reputation	Health, well-being and lifestyle	Online Relationships	Managing Online Information	Copyright and ownership
<ul style="list-style-type: none"> - I can explain how other people's identity online can be different to their identity in real life. - I can describe ways in which people might make themselves look different online. - I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help. 	<ul style="list-style-type: none"> - I can describe how online information about me could be seen by others. - I can describe and explain some rules for keeping my information private. - I can explain what passwords are and can use passwords for my accounts and devices. - I can explain how many devices in my home could be connected to the internet and can list some of those devices. 	<ul style="list-style-type: none"> - I can give examples of bullying behaviour and how it could look online. - I understand how bullying can make someone feel. - I can talk about how someone can/would get help about being bullied online or offline. 	<ul style="list-style-type: none"> - I can explain how information put online about me can last for a long time. - I know who to talk to if I think someone has made a mistake about putting something online. 	<ul style="list-style-type: none"> - I can explain simple guidance for using technology in different environments and settings. - I can say how those rules/guides can help me. 	<ul style="list-style-type: none"> - I can use the internet to communicate with people I don't know well (e.g. email a penpal/author/local school). - I can give examples of how I might use technology to communicate with others I don't know well. 	<ul style="list-style-type: none"> - I can use keywords in search engines. - I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). - I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. - I can explain why some information I find online may not be true. 	<ul style="list-style-type: none"> - I can describe why other people's work belongs to them. - I can recognise that content on the internet may belong to other people.

By teaching the skills and content laid out in TWHF Computing and Online Safety Curriculum, our pupils are taught to...

Key stage 1

- 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
- 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.

Online Safety Curriculum links								
	Term 1		Term 2	Term 3	Term 4	Term 5	Term 6	
Strand	Self-Image and Identity	Privacy and security	Online Bullying	Online Reputation	Health, wellbeing and lifestyle	Online Relationships	Managing Online Information	Copyright and ownership
PSHE Jigsaw	Being Me in my World		Celebrating Differences		Healthy Me	Relationships		
SMART rules	A - Accept T - Tell	S – Safe and secure T - Tell	T - Tell	T - Tell	T - Tell	M – Meet T - Tell	R – Reliability T - Tell	T - Tell
Values	Understanding Freedom Tolerance	Responsibility	Kindness Trustworthy Honesty Friendship Responsibility Respect Thoughtfulness	Positivity Happiness Responsibility	Responsibility	Kindness Trustworthy Honesty Friendship Caring Cooperation	Responsibility	
Online Safety Books (Book list)	- Messages about Me: Sydney/ Wade’s Story (UKS2)	- MonkeyCow	- Digi-Ducks Big Decision - Trolls Stink - One Creepy Street: The Terrible Terabytes (KS2)	- Webster’s Email - Digi-Ducks Big Decision	- Webster’s Bedtime - But it’s just a game	- The Fabulous Friend Machine - Zoe and Molly online (UKS2) - One Creepy Street: The Spider on the Web (KS2) - Chicken Clicking	- Penguin Pig - But I Read It On the Internet	
Other			Anti-Bullying week					

For Online Safety lesson resources, please visit <https://projectevolve.co.uk/>