Moor First Computing 2 year plan.

Garnet	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	**Online Relationships** Project Evolve (Year 1) -I can give examples of when I should ask permission to do something online and explain why this is important. - I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). - I can explain why it is important to be considerate and kind to people online and to respect their choices. - I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	**Technology Around Us** NCCE (Year 1) - I can develop my understanding of technology and how it can help me in my everyday life. -I can become familiar with the different components of a computer by developing my keyboard and mouse skills. -I can consider how to use technology responsibly.	**Self Image and Identity** Project Evolve (Year 2) - I can explain how other people may look and act differently online and offline. - I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	**Digital Writing** NCCE (Year 1) - I can develop my understanding of the various aspects of using a computer to create and manipulate text. -I can become more familiar with using a keyboard and mouse to enter and remove text. –I can consider how to change the look of their text, and will be able to justify my reasoning in making these changes. –I can consider the differences between using a computer to create text, and writing text on paper. -I can explain which method I prefer and explain my reasoning for choosing this.	**Online Bullying** Project Evolve (Year 1) - I can describe how to behave online in ways that do not upset others and can give examples.	**Moving a Robot** NCCE (Year 1) - I can explore using individual commands, both with other learners and as part of a computer program. –I can identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs.
Cycle B	**Privacy and Security** Project Evolve (Year 1) - I can explain how passwords are used to protect information, accounts and devices. - I can recognise more detailed examples of	**Digital Painting** NCCE (Year 1) - I can develop my understanding of a range of tools used for digital painting. –I can use these tools to create my own digital paintings, while gaining inspiration	**Health, Well-Being and Lifestyle** Project Evolve (Year 2) - I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in	**Pictograms** NCCE (Year 2) - I can begin to understand what the term data means and how data can be collected in the form of a tally chart.	**Online Reputation** Project Evolve (Year 2) - I can explain how information put online about someone can last for a long time. - I can describe how anyone's online	**Programming Animations** NCCE (Year 1) -I can explore the way a project looks by investigating sprites and backgrounds. -I can use programming blocks to use, modify, and create programs.

| | information that is personal to someone (e.g where someone lives and goes to school, family names).

- I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. | from a range of artists' work.
–I can consider my preferences when painting with and without the use of digital devices. | public places and the home environment.

- I can say how those rules / guides can help anyone accessing online technologies. | - I can organise and present data in the form of pictograms and block diagrams.
- I can use the data presented to answer questions. | information could be seen by others.

- I know who to talk to if something has been put online without consent or if it is incorrect. | |

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Sapphire	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	**Online Relationships** Project Evolve (Year 2)	**IT Around Us** NCCE (Year 2)	**Copyright and Ownership** Project Evolve (Year 2)	**Sequencing Sounds** NCCE (Year 3)	**Online Reputation** Project Evolve (Year 3)	**Robot Algorithms** NCCE (Year 2)
	-I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). -I can explain who I should ask before sharing things about myself or others online. -I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. -I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.	- I can develop my understanding of what information technology (IT) is and will begin to identify examples. –I can discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. -I can investigate how IT improves our world and the importance of using IT responsibly.	-I can recognise that content on the internet may belong to other people. -I can describe why other people's work belongs to them	-I can explore a new programming environment. -I can identify that commands have an outcome. -I can recognise that a sequence of commands has an order.	-I can explain how to search for information about others online -I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. -I can explain who someone can ask if they are unsure about putting something online.	-I can use given commands in different orders to investigate how the order affects the outcome. - I can develop artwork and test it for use in a program. -I can design algorithms and then test those algorithms as programs and debug them.

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Cycle B	Online Bullying Project Evolve (Year 3)	Connecting Computers NCCE (Year 3)	Privacy and Security Project Evolve (Year 2)	Stop-Frame Animation NCCE (Year 3)	Managing Online Information Project Evolve (Year 2)	Digital Photography NCCE (Year 2)
	-I can describe appropriate ways to behave towards other people online and why this is important. -I can give examples of how bullying behaviour could appear online and how someone can get support.	- I can compare digital and non-digital devices. - I can identify the benefits of connecting devices in a network.	-I can explain how passwords can be used to protect information, accounts and devices. -I can explain and give examples of what is meant by 'private' and 'keeping things private'. -I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). -I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).	-I understand that animation is a sequence of drawings or photographs. -I can design and create an animation. -I can evaluate the impacts of adding other media to an animation.	-I can use simple 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, and know it is not a real person (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 recognise that different devices can be used to capture photographs. - I can capture, edit, and improve photos. - I can recognise that images they see may not be real.

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Amethyst	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	**Online Relationships** Project Evolve (Year 3) -I can describe ways people who have similar likes and interests can get together online. -I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. -I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. -I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.	**Branching Databases** NCCE (Year 3) - I can show an their understanding of what a branching database is and how to create one. - I can use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. -I can create physical and on-screen branching databases. -I can create and test an identification tool using a branching database.	**Copyright and Ownership** Project Evolve (Year 4) -When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. -I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.	**Audio Production** NCCE (Year 4) - I can identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. -I can discuss the ownership of digital audio and the copyright implications of duplicating the work of others. –I can evaluate my work and give feedback to my peers.	**Health, Well-being and Lifestyle** Project Evolve (Year 3) -I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. -I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	**Desktop Publishing** NCCE (Year 3) - I can explain the terms 'text' and 'images' and understand that they can be used to communicate messages. - I can use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. -I can add text and images to create my own pieces of work using desktop publishing software. -I can identify a range of page layouts and evaluate how and why desktop publishing is used in the real world.

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	Privacy and Security	Data Logging	Self-Image and Identity	Events and Actions	Managing Online Information	Repetition in Games
Cycle B	Project Evolve (Year 4)	NCCE (Year 4)	Project Evolve (Year 3)	NCCE (Year 3)	Project Evolve (Year 4)	NCCE (Year 4)
	-I can describe strategies for keeping personal information private, depending on context. -I can explain that internet use is never fully private and is monitored, e.g. adult supervision. -I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. -I know what the digital age of consent is and the impact this has on online services asking for consent.	- I can consider how and why data is collected over time. -I can consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. –I can collect data as well as access data captured over long periods of time. -I can review and analyse data. -I can pose questions and then use data loggers to automatically collect the data needed to answer those questions.	-I can explain what is meant by the term 'identity'. -I can explain how people can represent themselves in different ways online. -I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	- I can explore movement within the context of a maze, using design to choose an appropriately sized sprite. -I can draw lines with sprites and change the size and colour of lines. –I can design and code my own maze-tracing program.	-I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. -I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). -I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. -I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	- I can discover similarities between two environments. -I can identify the difference between count-controlled and infinite loops, and use my knowledge to modify existing animations and games using repetition. -I can design and create a game which uses repetition, applying stages of programming design throughout.