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| C:\Users\tineke\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3E53BEBE.tmp**ICT Progression of Skills Map** | | | |
| Year | Unit Title | Aims | Tools used |
| 1 | Online Safety & Exploring Purple Mash | • To log in safely and understand why that is important.  • To create an avatar and to understand what this is and how it is used.  • To be able to create a picture and add their own name to it.  • To start to understand the idea of ‘ownership’ of creative work.  • To save work to the My Work area and understand that this is private space. | Paint Projects |
| 1 | Online Safety & Exploring Purple Mash | • To learn how to find saved work in the Online Work area.   •To learn about what the teacher has access to in Purple Mash.  • To learn how to see messages left by the teacher on their work.  • To learn how to search Purple Mash to find resources. | 2Connect |
| 1 | Online Safety & Exploring Purple Mash | • To become familiar with the types of resources available in the Topics section.  • To become more familiar with the icons used in the resources in the Topics section.  • To start to add pictures and text to work. | Writing template (2Publish) |
| 1 | Online Safety & Exploring Purple Mash | • To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.  • To explore the Games area on Purple Mash.  • To understand the importance of logging out when they have finished. | 2Count 2Explore |
| 1 | Grouping & Sorting | To sort items using a range of criteria. |  |
| 1 | Grouping & Sorting | To sort items on the computer using the ‘Grouping’ activities in Purple Mash. | 2DIY |
| 1 | Pictograms | To understand that data can be represented in picture format. | 2Count |
| 1 | Pictograms | To contribute to a class pictogram. | 2Count |
| 1 | Pictograms | To use a pictogram to record the results of an experiment. | 2Count |
| 1 | Lego Builders | To emphasise the importance of following instructions. |  |
| 1 | Lego Builders | To follow and create simple instructions on the computer. | Paint Projects |
| 1 | Lego Builders | To consider how the order of instructions affects the result. | 2Quiz |
| 1 | Maze Explorers | To understand the functionality of the basic direction keys in Challenges 1 and 2.  To be able to use the direction keys to complete the challenges successfully. | 2Go |
| 1 | Maze Explorers | To understand the functionality of the basic direction keys in Challenges 3 and 4. To understand how to create and debug a set of instructions (algorithm). | 2Go |
| 1 | Maze Explorers | To use the additional direction keys as part of their algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. | 2Go |
| 1 | Maze Explorers | To provide an opportunity for the children to set challenges for each other.  To provide an opportunity for the teacher to add these challenges to a display board for the class to try. | 2Go |
| 1 | Animated Story Books | To understand the differences between traditional books and e-books.  To explore the tools of 2Create a Story’s My Simple Story level. To save the page they have created. | 2Create a Story |
| 1 | Animated Story Books | To add animation to a picture. To play the pages created so far. To save the additional changes and overwrite the file. | 2Create a Story |
| 1 | Animated Story Books | To add a sound effect to a picture. To add a voice recording to the picture. To add created music to the picture. | 2Create a Story |
| 1 | Animated Story Books | To add a background to the story. To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story. | 2Create a Story |
| 1 | Animated Story Books | To use the copy and paste feature to create additional pages. To continue and complete an animated story. To create a class display board of the story books created by the class. | 2Create a Story Display Boards |
| 1 | Coding | To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code. | 2Code |
| 1 | Coding | To use code to make a computer program. To understand what objects and actions are. | 2Code |
| 1 | Coding | To understand what an event is. To use an event to control an object. | 2Code |
| 1 | Coding | To understand what an event is. To begin to understand how code executes when a program is run. | 2Code |
| 1 | Coding | To understand what backgrounds and objects are. To understand how to use the scale property. | 2Code |
| 1 | Coding | To plan a computer program. To make a computer program. | 2Code |
| 1 | Spreadsheets | To understand what a spreadsheet looks like. To be able to navigate around a spread sheet and enter data. To learn new vocabulary related to spreadsheets. | 2Calculate |
| 1 | Spreadsheets | To add clipart images to a spreadsheet. To use the ‘move cell’ and ‘lock’ tools. | 2Calculate |
| 1 | Spreadsheets | To use the ‘speak’ and ‘count’ tools in 2Calculate to count items. | 2Calculate |
| 1 | Technology outside school | To find and understand examples of where technology is used in the local community | Writing template (2Publish) |
| 1 | Technology outside school | To record examples of technology outside school. |  |
| 2 | Coding | To understand what an algorithm is. To create a computer program using an algorithm. | 2Code |
| 2 | Coding | To create a program using a given design. To understand the collision detection event. | 2Code |
| 2 | Coding | To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. | 2Code |
| 2 | Coding | To understand that different objects have different properties. To understand what different events do in code. | 2Code |
| 2 | Coding | To create a program using a given design. To understand the function of buttons in a program. | 2Code |
| 2 | Coding | To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. | 2Code |
| 2 | Online Safety | To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet. | Writing template (2Publish) |
| 2 | Online Safety | To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. | 2Email |
| 2 | Online Safety | To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information they leave online. To identify the steps that can be taken to keep personal data and hardware secure | 2Quiz |
| 2 | Spreadsheets | To review the work done in 2Calculate in year 1. To revise spreadsheet related vocabulary. To use some 2Calculate tools that were introduced in year 1. | 2Calculate |
| 2 | Spreadsheets | To use copying, cutting and pasting shortcuts in 2Calculate. To use 2Calcuate totalling tools. To use 2Calculate to solve a simple puzzle | 2Calculate |
| 2 | Spreadsheets | To explore the capabilities of a spreadsheet in adding up coins to match the prices of objects | 2Calculate |
| 2 | Spreadsheets | To add and edit data in a table layout. To use the data to manually create a block graph. | 2Calculate |
| 2 | Questioning | To show that the information provided on pictograms is of limited use beyond answering simple questions | 2Count |
| 2 | Questioning | To use yes/no questions to separate information |  |
| 2 | Questioning | To construct a binary tree to separate different items. |  |
| 2 | Questioning | Use 2Question (a binary tree) to answer questions | 2Question |
| 2 | Questioning | To use a database to answer more complex search questions. To use the Search tool to find information. | 2Investigate |
| 2 | Effective Searching | To understand the terminology associated with the Internet and searching. | Internet Browser |
| 2 | Effective Searching | To gain a better understanding of searching the Internet. | Internet Browser |
| 2 | Effective Searching | To create a leaflet to help someone search for information on the Internet. | Internet Browser |
| 2 | Creating Pictures | To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template. | 2Paint a Picture Writing Templates |
| 2 | Creating Pictures | To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template. | 2Paint a Picture Writing Templates |
| 2 | Creating Pictures | To look at the work of Piet Mondrian and recreate it using the Lines template. | 2Paint a Picture Writing Templates |
| 2 | Creating Pictures | To look at the work of William Morris and recreate it using the Patterns template. | 2Paint a Picture Writing Templates |
| 2 | Creating Pictures | To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture. | 2Paint a Picture Writing Templates |
| 2 | Making Music | To be introduced to making music digitally using 2Sequence.  To explore, edit and combine sounds using 2Sequence. | 2Sequence |
| 2 | Making Music | To add sounds to a tune to improve it. To think about how music can be used to express feelings and create tunes which depict feelings. | 2Sequence Display Board |
| 2 | Making Music | To upload a sound from a bank of sounds into the Sounds section.  To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section. | 2Sequence 2Beat |
| 2 | Presenting Ideas | To explore how a story can be presented in different ways. | 2Connect |
| 2 | Presenting Ideas | To make a quiz about a story or class topic. | 2Quiz |
| 2 | Presenting Ideas | To make a fact file on a non-fiction topic. | 2Connect Writing Template |
| 2 | Presenting Ideas | To make a presentation to the class. | Various |
| 3 | Coding | To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming. | 2Code |
| 3 | Coding | To understand that there are different types of timers. To be able to select the right type of timer for a purpose. | 2Code |
| 3 | Coding | To understand how to use the repeat command. | 2Code |
| 3 | Coding | To use coding knowledge to create a range of programs. To understand the importance of nesting. | 2Code |
| 3 | Coding | To design and create an interactive scene. | 2Code |
| 3 | Coding | To design and create an interactive scene. | 2Code |
| 3 | Online Safety | To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. | 2Connect 2Blog |
| 3 | Online Safety | To consider if what can be read on websites is always true. To look at a ‘spoof’ website. To create a ‘spoof’ webpage. To think about why these sites might exist and how to check that the information is accurate. | Writing template (2Publish) |
| 3 | Online Safety | To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others. | 2Write |
| 3 | Spreadsheets | To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data. | 2Calculate |
| 3 | Spreadsheets | To introduce the ‘more than’, ‘less than’ and ‘equals’ tools. To introduce the ‘spin’ tool and show how it can be used to count through times tables. | 2Calculate |
| 3 | Spreadsheets | To introduce the Advanced mode of 2Calculate. To learn about describing cells using their addresses. | 2Calculate |
| 3 | Touch Typing | To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. | 2Type |
| 3 | Touch Typing | To practice and improve typing for home, bottom, and top rows. | 2Type |
| 3 | Touch Typing | To practice the keys typed with the left hand. | 2Type |
| 3 | Touch Typing | To practice the keys typed with the right hand. | 2Type |
| 3 | Email | To think about the different methods of communication. | 2Connect |
| 3 | Email | To open and respond to an email. To write an email to someone from an address book. | 2Email |
| 3 | Email | To learn how to use email safely. | 2Email |
| 3 | Email | To learn how to use email safely. | 2Quiz |
| 3 | Email | To add an attachment to an email. | 2Email |
| 3 | Email | To explore a simulated email scenario. | 2Email |
| 3 | Branching Databases | To sort objects using just YES/NO questions. |  |
| 3 | Branching Databases | To complete a branching database using 2Question. | 2Question |
| 3 | Branching Databases | To create a branching database of the children’s choice. | 2Question |
| 3 | Branching Databases | To create a branching database of the children’s choice. | 2Question |
| 3 | Simulations | To find out what a simulation is and understand the purpose of simulations. | 2Publish template |
| 3 | Simulations | To explore a simulation, making choices and discussing their effects. | 2Simulate Extension: 2Question |
| 3 | Simulations | To work through and evaluate a more complex simulation. | 2Simulate 2Publish template Extension: 2Create a Story |
| 3 | Graphing | • To enter data into a graph and answer questions. | 2Graph |
| 3 | Graphing | • To solve an investigation and present the results in graphic form. | 2Graph, 2Publish template (Optional: 2Survey, 2Email, Blog, Displayboard) |
| 3 | Presenting (MS PowerPoint - Desktop version) | • To create a page in a presentation. | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Desktop version) | • To add media to a presentation | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Desktop version) | • To add animations into a presentation | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Desktop version) | • To add timings into a presentation. | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Desktop version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Desktop version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Online version) | • To create a page in a presentation. | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Online version) | • To add media to a presentation | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Online version) | • To add animations into a presentation | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Online version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Microsoft PowerPoint |
| 3 | Presenting (MS PowerPoint - Online version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Microsoft PowerPoint |
| 3 | Presenting (Google Slides - Online version) | • To create a page in a presentation. | Google Slides |
| 3 | Presenting (Google Slides - Online version) | • To add media to a presentation | Google Slides |
| 3 | Presenting (Google Slides - Online version) | • To add shapes and lines to a presentation. | Google Slides |
| 3 | Presenting (Google Slides - Online version) | • To add animations into a presentation. | Google Slides |
| 3 | Presenting (Google Slides - Online version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Google Slides |
| 3 | Presenting (Google Slides - Online version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Google Slides |
| 3 | Presenting (Google Slides - App version) | • To create a page in a presentation. | Google Slides |
| 3 | Presenting (Google Slides - App version) | • To add images to a presentation. | Google Slides |
| 3 | Presenting (Google Slides - App version) | • To add shapes and lines to a presentation. | Google Slides |
| 3 | Presenting (Google Slides - App version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Google Slides |
| 3 | Presenting (Google Slides - App version) | • To use the skills learnt in previous weeks to design and present an effective presentation. | Google Slides |
| 4 | Coding | • To review coding vocabulary and knowledge. • To create a simple computer program. | 2Code |
| 4 | Coding | • To begin to understand selection in computer programming. • To understand how an IF statement works. | 2Code |
| 4 | Coding | • To understand how to use co-ordinates in computer programming. • To understand how an IF statement works. | 2Code 2Chart |
| 4 | Coding | • To understand the Repeat until command.  • To begin to understand selection in computer programming. • To understand how an IF/ELSE statement works. | 2Code |
| 4 | Coding | • To understand what a variable is in programming.  • To use a number variable. | 2Code |
| 4 | Coding | • To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game. | 2Code |
| 4 | Online Safety | • To understand how children can protect themselves from online identity theft. • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. | 2Email 2Connect |
| 4 | Online Safety | • To identify the risks and benefits of installing software including apps. | 2Publish template Extension: 2Quiz |
| 4 | Online Safety | • To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. | Internet 2Publish template 2Quiz |
| 4 | Online Safety | • To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. | 2Investigate 2Publish template |
| 4 | Spreadsheets | • To explore how the numbers entered into cells can be set to either currency or decimal. • To explore the use of the display of decimal places. • To find out how to add formulae to a cell. | 2Calculate |
| 4 | Spreadsheets | • To explore how tools can be combined to use 2Calculate to make number games. • To explore the use of the timer, random number and spin button tools. | 2Calculate |
| 4 | Spreadsheets | • To use the line graphing tool in 2Calculate with appropriate data. • To interpret a line graph to estimate values between data readings. | 2Calculate |
| 4 | Spreadsheets | • To use the currency formatting tool in 2Calculate. • To use 2Calculate to create a model of a real-life situation. | 2Calculate |
| 4 | Spreadsheets | • To use the functions of allocating value to images in 2Calculate to make a resource to teach place value. | 2Calculate |
| 4 | Writing for Different Audiences | • To explore how font size and style can affect the impact of a text. | 2Publish Plus |
| 4 | Writing for Different Audiences | • To use a simulated scenario to produce a news report. | 2Simulate 2Publish Templates |
| 4 | Writing for Different Audiences | • To use a simulated scenario to produce a news report. | 2Simulate 2Publish Templates |
| 4 | Writing for Different Audiences | • To use a simulated scenario to write for a community campaign. | 2Simulate 2Connect 2Publish Templates |
| 4 | Writing for Different Audiences | • To use a simulated scenario to write for a community campaign. | 2Simulate 2Connect 2Publish Templates |
| 4 | Logo | • To learn the structure of the language of 2Logo. • To input simple instructions in 2Logo | 2Logo |
| 4 | Logo | • To use 2Logo to create letter shapes. | 2Logo |
| 4 | Logo | • To use the Repeat command in 2Logo to create shapes. | 2Logo |
| 4 | Logo | • To use and build procedures in 2Logo. | 2Logo |
| 4 | Animation | • To decide what makes a good, animated film or cartoon and discuss favourite animations. • To learn how animations are created by hand. • To find out how 2Animate animations can be created in a similar way using technology. | 2Animate |
| 4 | Animation | • To learn about onion skinning in animation. • To add backgrounds and sounds to animations. | 2Animate |
| 4 | Animation | • Introducing ‘stop motion’ animation.  • To share animation the class blog. | 2Animate |
| 4 | Effective Searching | • To locate information on the search results page. | Internet |
| 4 | Effective Searching | • To use search effectively to find out information. | Internet |
| 4 | Effective Searching | • To assess whether an information source is true and reliable. | Internet |
| 4 | Hardware Investigators | • To understand the different parts that make up a desktop computer. | 2Connect Pairs game |
| 4 | Hardware Investigators | • To recall the different parts that make up a computer. | 2Publish Template |
| 4 | Making Music | • To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture | Busy Beats 2Publish template |
| 4 | Making Music | • To understand and experiment with rhythm and tempo. | Busy Beats |
| 4 | Making Music | • To create a melodic phrase. | Busy Beats 2Sequence |
| 4 | Making Music | • To compose a piece of electronic music. | Busy Beats 2Publish template |
| 5 | Coding | • To review existing coding knowledge. • To be able to simplify code. • To create a playable game. | 2Code |
| 5 | Coding | • To understand what a simulation is.  • To program a simulation using 2Code. | 2Code 2Chart |
| 5 | Coding | • To know what decomposition and abstraction are in Computer Science. • To take a real-life situation, decompose it and think about the level of abstraction. • To use decomposition to make a plan of a real-life situation. | 2Code |
| 5 | Coding | • To understand how to use friction in code.  • To begin to understand what a function is and how functions work in code. | 2Code |
| 5 | Coding | • To understand what the different variable types are and how they are used differently. • To understand how to create a string. | 2Code |
| 5 | Coding | • To begin to explore text variables when coding. • To understand what concatenation is and how it works. | 2Code |
| 5 | Online Safety | • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children’ responsibility to one another in their online behaviour. | Internet Browser |
| 5 | Online Safety | • To know how to maintain secure passwords. • To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. • To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. | Internet Browser 2Paint a Picture |
| 5 | Online Safety | • To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. | Internet Browser |
| 5 | Online Safety | • Ensuring reliability through using different methods of communication. | Internet |
| 5 | Spreadsheets | • To use formulae within a spreadsheet to convert measurements of length and distance. | 2Calculate |
| 5 | Spreadsheets | • To use the count tool to answer hypotheses about common letters in use. | 2Calculate |
| 5 | Spreadsheets | • To use a spreadsheet to model a real-life problem. • To use formulae to calculate area and perimeter of shapes. | 2Calculate |
| 5 | Spreadsheets | • To create formulae that use text variables. | 2Calculate |
| 5 | Spreadsheets | • To use a spreadsheet to help plan a school cake sale. | 2Calculate |
| 5 | Databases | To learn how to search for information in a database. | 2Investigate |
| 5 | Databases | • To contribute to a class database. | 2Investigate |
| 5 | Databases | To create a database around a chosen topic. | 2Investigate various (choice) |
| 5 | Databases | To create a database around a chosen topic. | 2Investigate various (choice) |
| 5 | Game Creator | • To Introduce the 2DIY 3D tool.  • To begin planning a game. | 2DIY 3D 2Publish template |
| 5 | Game Creator | • To design the game environment. | 2DIY 3D 2Publish template |
| 5 | Game Creator | • To design the game quest to make it a playable game. | 2DIY 3D 2Publish template |
| 5 | Game Creator | • To finish and share the game. | 2DIY 3D 2Publish template |
| 5 | Game Creator | • To self- and peer-evaluate. | 2DIY 3D 2Publish template |
| 5 | 3D Modelling | • To be introduced to the 2Design and Make tool. | 2Design and Make |
| 5 | 3D Modelling | • To explore the effect of moving points when designing. | 2Design and Make |
| 5 | 3D Modelling | • To design a 3D model to fit certain criteria. | 2Design and Make |
| 5 | 3D Modelling | • To refine and print a model. | 2Design and Make |
| 5 | Concept Maps | • To understand the need for visual representation when generating and discussing complex ideas. • To understand the uses of a ‘concept map’. | 2Connect |
| 5 | Concept Maps | • To understand and use the correct vocabulary when creating a concept map.  • To create a concept map. | 2Connect |
| 5 | Concept Maps | • To understand how a concept map can be used to retell stories and information. | 2Connect |
| 5 | Concept Maps | • To create a collaborative concept map and present this to an audience. | 2Connect |
| 5 | Word Processing with MS Word | To know what a word processing tool is for | MS Word |
| 5 | Word Processing with MS Word | To add and edit images to a word document. | MS Word |
| 5 | Word Processing with MS Word | To know how to edit images and use word wrap with images and text. | MS Word |
| 5 | Word Processing with MS Word | To change the look of text within a document. | MS Word |
| 5 | Word Processing with MS Word | To add features to a document to enhance its look and usability. | MS Word |
| 5 | Word Processing with MS Word | To use tables within MS Word to present information. | MS Word |
| 5 | Word Processing with MS Word | To introduce children to templates. | MS Word |
| 5 | Word Processing with MS Word | To consider page layout including heading and columns. | MS Word |
| 5 | Word Processing with Google Docs | To know what a word processing tool is for. | Google Docs |
| 5 | Word Processing with Google Docs | To add and edit images to a document. | Google Docs |
| 5 | Word Processing with Google Docs | To know how to use word wrap with images and text. | Google Docs |
| 5 | Word Processing with Google Docs | To change the look of text within a document. | Google Docs |
| 5 | Word Processing with Google Docs | To add features to a document to enhance its look and usability. | Google Docs |
| 5 | Word Processing with Google Docs | To use the sharing capabilities in Google docs | Google Docs |
| 5 | Word Processing with Google Docs | To use tables within Google Docs to present information. | Google Docs |
| 5 | Word Processing with Google Docs | To introduce children to templates. | Google Docs |
| 6 | Coding | To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. | 2Code |
| 6 | Coding | To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. | 2Code |
| 6 | Coding | To use functions and understand why they are useful.  To understand how functions are created and called. | 2Code |
| 6 | Coding | To use flowcharts to test and debug a program.  To create a simulation of a room in which devices can be controlled. | 2Code 2Chart |
| 6 | Coding | To understand the different options of generating user input in 2Code. To understand how user input can be used in a program. | 2Code |
| 6 | Coding | To understand how 2Code can be used to make a text-based adventure game. | 2Code |
| 6 | Online Safety | • To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software. | 2DIY 3D |
| 6 | Online Safety | • To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To begin to understand how information online can persist and give away details of those who share or modify it. | 2Publish template 2Investigate |
| 6 | Online Safety | • To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.  • To identify the positive and negative influences of technology on health and the environment. | 2Publish template 2Investigate |
| 6 | Spreadsheets | To use a spreadsheet to investigate the probability of the results of throwing many dice. | 2Calculate |
| 6 | Spreadsheets | • To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale. | 2Calculate |
| 6 | Spreadsheets | • To use a spreadsheet to plan how to spend pocket money and the effect of saving money. | 2Calculate |
| 6 | Spreadsheets | • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. | 2Calculate |
| 6 | Spreadsheets | • To use a spreadsheet to plan a school charity day to maximise the money donated to charity. | 2Calculate |
| 6 | Blogging | • To identify the purpose of writing a blog. • To identify the features of successful blog writing. | 2Blog |
| 6 | Blogging | •  To plan the theme and content for a blog. | 2Blog 2Connect |
| 6 | Blogging | • To understand how to write a blog and a blog post. • To consider the effect upon the audience of changing the visual properties of the blog. • To understand how to contribute to an existing blog. | 2Blog |
| 6 | Blogging | • To understand the importance of commenting on blogs. • To peer-assess blogs against the agreed success criteria. • To understand how and why blog posts and comments are approved by the teacher. | 2Blog |
| 6 | Text Adventures | • To find out what a text-based adventure game is and to explore an example made in 2Create a Story. • To use 2Connect to plan a ‘Choose your own Adventure’ type story. | 2Connect 2Create a Story |
| 6 | Text Adventures | • To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. | 2Create a Story 2Connect  Displayboards |
| 6 | Text Adventures | • To introduce an alternative model for a text adventure which has a less sequential narrative. | 2Publish template 2Code 2Chart (extension) |
| 6 | Text Adventures | • To use written plans to code a map-based adventure in 2Code. | 2Publish template 2Code 2Chart (extension) 2Blog |
| 6 | Networks | • To discover what the children know about the Internet. | 2Connect 2Write 2Quiz |
| 6 | Networks | • To find out what a LAN and WAN are. • To find out how we access the internet in school. | 2Connect 2Chart |
| 6 | Networks | • To research and find out about the age of the internet. • To think about what the future might hold. | 2Connect 2Publish template |
| 6 | Quizzing | • To create a picture-based quiz for young children. | 2DIY Displayboard |
| 6 | Quizzing | • To learn how to use the question types within 2Quiz. | 2Quiz 2Blog |
|  | Quizzing | • To learn how to use the question types within 2Quiz. | 2Quiz 2Blog |
| 6 | Quizzing | • To explore the grammar quizzes. | Word Spot Cloze (Optional: Sentence Pairs, Word Combos, Developing Tray) |
| 6 | Quizzing | • To make a quiz that requires the player to search a database. | 2Investigate Displayboard |
| 6 | Quizzing | • To make a quiz to test your teachers or parents. | 2Quiz |
| 6 | Understanding Binary | **Overarching Aim** Examine how whole numbers are used as the basis for representing all types of data in digital systems through: • To examine how whole numbers are used as the basis for representing all types of data in digital systems. • To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). • To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. | 2Connect 2Write 2Quiz 2Question |
| 6 | Understanding Binary | **Overarching Aim** Examine how whole numbers are used as the basis for representing all types of data in digital systems through: | 2Code 2Publish template |
| 6 | Understanding Binary | **Overarching Aim** Examine how whole numbers are used as the basis for representing all types of data in digital systems through: • To examine how whole numbers are used as the basis for representing all types of data in digital systems. • To recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11 • To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend’s age in binary. | 2Quiz 2Code |
| 6 | Understanding Binary | **Overarching Aim** Examine how whole numbers are used as the basis for representing all types of data in digital systems through: • To examine how whole numbers are used as the basis for representing all types of data in digital systems. • To represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0. | 2Code 2Quiz |
| 6 | Spreadsheets with MS Excel | • To know what a spreadsheet looks like. • To navigate and enter data into cells. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To introduce some basic data formulae in Excel. • To demonstrate how the use of Excel can save time and effort when performing calculations. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To use a spreadsheet to model a situation. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To demonstrate how Excel can make complex data clear by manipulating the way it is presented. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To use formulae for percentages, averages, max and min in spreadsheets. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To create a variety of graphs in Excel. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To use a spreadsheet to model a real-life situation. | MS Excel |
| 6 | Spreadsheets with MS Excel | • To apply spreadsheet skills to solving problems. | MS Excel |
| 6 | Spreadsheets with Google Sheets | • To know what a spreadsheet looks like. • To navigate and enter data into cells. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To introduce some basic data formulae in Sheets. • To demonstrate how the use of Sheets can save time and effort when performing calculations. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To use a spreadsheet to model a situation. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To demonstrate how spreadsheets can make complex data clearer by manipulating the way it is presented. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To use formulae for percentages, averages, max and min into spreadsheets. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To create a variety of charts and graphs to understand data. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To use a spreadsheet to model a real-life situation. | Google Sheets |
| 6 | Spreadsheets with Google Sheets | • To apply spreadsheet skills to solving problems. | Google Sheets |