

# Computing



## Teaching & Learning Guide



**CASTLEWARD**  
SPENCER ACADEMY

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Reviewed	

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## Aims

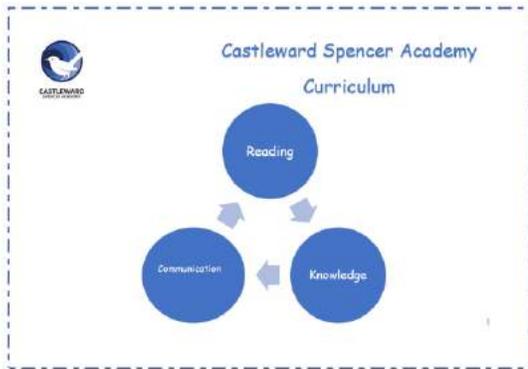
The Purple Mash Computing Scheme of Work is a powerful comprehensive resource aligned to the National Curriculum and EYFS Framework which supports schools with achieving excellence in Teaching & Learning for Computing. The Scheme of Work is intended to facilitate teachers in achieving the very best outcomes for pupils, regardless of starting points. It exposes pupils to a wide variety of skills, experiences and poignant real-life scenarios which supports the notion of Cultural Capital; providing the foundations that lead to well-rounded global citizens. It contains everything that is needed to deliver inspiring and engaging lessons whilst allowing for the flexibility to meet individual school needs. We have even included additional units that go beyond the expectations of the National Curriculum, whilst also adding 'Catch up' units to close gaps in learning.

The Computing curriculum at Castleward Spencer Academy aims:

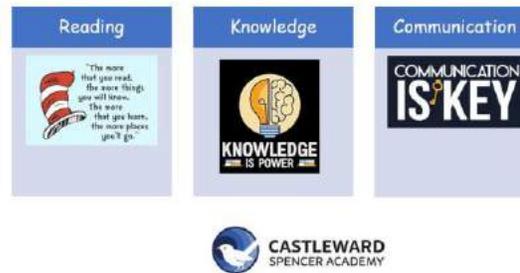
- To ensure that every pupil has access to an appropriate number of sessions that are relevant to current developing trends and statutory requirements for Online Safety
- Encourage the children to "Be SMART" please see poster attached,
- Staff complete regular Online Safety training through NOS to stay up to date with any changes.
- All staff to have regular training on Purple Mash to ensure that we utilise the system.
- Teach children a broad range of Computing skills and use Crash Courses in coding to bridge any gaps. Computing should be taught for an hour, once a week.



# Curriculum Drivers



## Castleward Spencer Academy Curriculum



**Reading-** We firmly believe that if children can read well and read widely, they will be best placed to achieve in all areas of the curriculum. By the time pupils leave Castleward, they will be able to read with accuracy and fluency, to analyse what they have read and developed an enjoyment of reading for pleasure.

**Knowledge-** Knowledge is like glue that sticks information as well as learning together. When we have prior knowledge about a topic, we understand it better. Topics are personalised to meet the needs of the pupils who attend the school, ensuring that they have opportunities to apply prior knowledge to new learning experiences and developing reasoning and problem solving skills.

**Communication-** Pupils learn to articulate their ideas, feelings and understanding of new vocabulary in order to engage with others through spoken language. They become effective speakers and listeners empowering them to better understand themselves, each other and the world around them. Being able to effectively communicate allows pupils to develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to communicate effectively.

# Teaching Sequence

## Long term Plan

### Year 1

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
YEAR 1	Unit 1.1 Online Safety & Exploring Purple Mash				Unit 1.2 Grouping & Sorting		Unit 1.3 Pictograms		Unit 1.4 Lego Builders		Unit 1.5 Maze Explorers		Unit 1.6 Animated Story Books			Unit 1.7 Coding			Unit 1.8 Spreadsheets		Unit 1.9 Technology outside school										
	Weeks – 4				Weeks – 2		Weeks – 3		Weeks – 3		Weeks – 3		Weeks – 5			Weeks – 6			Weeks – 3		Weeks – 2										
	Programs – Various				Programs – 2DIY		Programs – 2Count		Programs – 2DIY		Programs – 2Go		Programs – 2Create A Story			Programs – 2Code			Programs – 2Calculate		Programs – Various										

## Year 2

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 2	Unit 2.1 Coding					Unit 2.2 Online Safety			Unit 2.3 Spreadsheets				Unit 2.4 Questioning				Unit 2.5 Effective Searching		Unit 2.6 Creating Pictures			Unit 2.7 Making Music		Unit 2.8 Presenting Ideas								
	Weeks – 5					Weeks – 3			Weeks – 4				Weeks – 5				Weeks – 3		Weeks – 5			Weeks – 3		Weeks – 4								
	Programs – 2Code					Programs – Various			Programs – 2Calculate				Programs – 2Question, 2Investigate				Programs – Browser		Programs – 2PaintAPicture			Programs – 2Sequence		Programs – Various								

## Year 3 and 4

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
YEAR 3 & 4 CYCLE A	Coding						Unit 3.2 Online safety			Unit 3.3 Spreadsheets			Unit 3.4 Touch Typing			Unit 3.5 Email (including email safety)				Unit 3.6 Branching Databases			Unit 3.7 Simulations		Unit 3.8 Graphing								
	Number of Weeks – 6						Weeks – 3			Weeks – 3			Weeks – 4			Weeks – 6				Weeks – 4			Weeks – 3		Weeks – 3								
	Main Programs – 2Code See table below for breakdown						Programs – Various			Programs – 2Calculate			Programs – 2Type			Programs – 2Email, 2Connect, 2DIY				Programs – 2Question			Programs – 2Simulate, 2Publish		Programs – 2Graph								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
YEAR 3 & 4 CYCLE B	Coding						Unit 4.2 Online safety			Unit 4.3 Spreadsheets						Unit 4.4 Writing for different audiences				Unit 4.5 Logo		Unit 4.6 Animation		Unit 4.7 Effective Search		Unit 4.8 Hardware Investigators							
	Number of Weeks – 6						Weeks – 4			Weeks – 6						Weeks – 5				Weeks – 4		Weeks – 3		Weeks – 3		Weeks – 2							
	Main Programs – 2Code See table below for breakdown						Programs – Various			Programs – 2Calculate						Programs – 2Email, 2Connect, 2DIY				Programs – Logo		Programs – 2Animate		Programs – Browser									

\* There is an optional unit 4.9 – Making Music that can be used in addition to the above units. It is a four week unit.

### Coding Breakdown

YEAR 3 & 4 CYCLE A	Review previous coding – Year 3, Lesson 1	Simulating a physical system – Year 3, Lesson 2	Making a timer – Year 4, Lesson 4	Debugging – Year 3, Lesson 6	Making a control simulation – Year 4, Lesson 5	Decomposition and Abstraction – Year 4, Lesson 6
YEAR 3 & 4 CYCLE B	Review previous coding, Y4, lesson 1	Introducing 'if' statements – Year 3, Lesson 3	'if/else' statements – Year 4, Lesson 2	Repetition – Year 3, Lesson 5	Repeat until - Year 4, Lesson 3	Variables – Year 3, Lesson 4

## Year 5

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 5	Unit 5.1 Coding					Unit 5.2 Online safety			Unit 5.3 Spreadsheets						Unit 5.4 Databases			Unit 5.5 Game Creator			Unit 5.6 3D Modelling			Unit 5.7 Concept Maps								
	Number of Weeks – 6					Weeks – 3			Weeks – 6						Weeks – 4			Weeks – 5			Weeks – 4			Weeks – 4								
	Main Programs – 2Code					Programs - Various			Programs – 2Calculate						Programs – 2Question, 2Investigate			Programs – 2DIY 3D			Programs – 2Design and Make			Programs – 2Connect								

## Year 6

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 6*	Unit 6.1 Coding						Unit 6.2 Online safety			Unit 6.3 Spreadsheets				Unit 6.4 Blogging			Unit 6.5 Text Adventures			Unit 6.6 Networks		Unit 6.7 Quizzing										
	Number of Weeks – 6						Weeks – 2			Weeks – 5				Weeks – 5			Weeks – 5			Weeks – 3		Weeks – 6										
	Main Programs – 2Code						Programs - Various			Programs – 2Calculate				Programs – 2Blog			Programs – 2Code, 2Connect					Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate										

**Unit 6.8**  
Understanding Binary  
(Optional Unit)  
Number of Lessons – 4  
  
Main Program – 2Code

**Unit 6.9**  
Spreadsheets (with Microsoft Excel or Google Sheets)  
(Optional Unit)  
Number of Lessons – 8  
  
Main program – MS Excel or Google Sheets

## Progression within Computing

It is important to know where the children should be in terms of their age and year group.

### Year 1

	Computer Science			Information Technology	Digital Literacy	
Statement	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.
Outcome	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.	Children can work out what is wrong with a simple algorithm when the steps are out of order; e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	Children are able to sort, rotate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources; see Purple Mash 2Go; example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair.	Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.

### Year 2

	Computer Science		Information Technology	Digital Literacy		
Statement	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.
Outcome	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges, Clips. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	Children demonstrate an ability to organise data using, for example, a database such as <a href="#">2Investigate</a> and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within <a href="#">2Sequence</a> . Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. <a href="#">2Publish, example template</a> . Children make links between technology they see around them, coding and multimedia work they do in school e.g. <a href="#">animations, interactive code and programs</a> .	Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using <a href="#">2Baubal</a> activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult.

## Year 3

	Computer Science			Information Technology	Digital Literacy		
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcome	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.	Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this, e.g. traffic light algorithm in <a href="#">2Code</a> . In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.	Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using <a href="#">2Email</a> . They can describe appropriate email conventions when communicating in this way.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database ( <a href="#">2Question</a> ), using software such as <a href="#">2Caption</a> . Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. <a href="#">2Respond</a> .	Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as <a href="#">2Email</a> in Purple Mash. They know more than one way to report unacceptable content and contact.

## Year 4

	Computer Science	Information Technology	Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Outcomes	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if' statements for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen' e.g. <a href="#">2Code</a> .	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.
Statement	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcomes	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as <a href="#">2Connect</a> and <a href="#">2Display</a> . Children share digital content within their community, i.e. using <a href="#">Virtual Display Boards</a> .	Children can explore key concepts relating to online safety using concept mapping such as <a href="#">2Connect</a> . They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.

## Year 5

	Computer Science	Information Technology	Digital Literacy
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Outcomes	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the <a href="#">naming of variables</a> .
Statement	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcomes	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution, e.g. creating their own program to meet a design brief using <a href="#">2Code</a> . They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e., <a href="#">2Blog</a> , <a href="#">Display Boards</a> and <a href="#">2Email</a> .	Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. <a href="#">2Blog</a> , <a href="#">2Email</a> , <a href="#">Display Boards</a> .
Statement	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
Outcomes	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and <a href="#">online services</a> . Children implicitly resist appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and <a href="#">online services</a> . Children implicitly resist appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and <a href="#">online services</a> . Children implicitly resist appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.

## Year 6

	Computer Science			Information Technology	Digital Literacy		
Statement	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Understand computer networks, including the Internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and context.
Outcome	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstracting) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.	Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet / appropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

## Accessing Units of Work - computing sessions

Units of work can be found:

1) Select "Teachers"



## Planning Steps for your Computing session.

(Online Safety sessions will be separate)

<b><u>Step 1: Find your unit</u></b>	-Consult the long-term plan. - Log onto Purple Mash and download/print all documents
<b><u>Step 2: Know your learning outcomes.</u></b>	-Read the planning before every session and be clear what the outcomes are and where this fits into their Progression through computing curriculum.

	- Ensure any Key Words are clearly explained and children are using the correct terminology throughout the session.
<b><u>Step 3: Delivery</u></b>	-Begin every session with the "Be SMART" reminder. The units are planned for you and there is no expectations to produce extra planning. Use your IWB to model any elements of the lesson which you should be aware of before the session begins. Children will then complete 1 lesson at a time ensuring that any Key Words/Support sheets are provided to any children who may need it.
<b><u>Step 4: Assessment</u></b>	-At the end of every session, there will be a Learning Outcome. Children should save work in your class folder so that it is ready for you to check/mark is necessary and ready for their next session as many of the lessons link on from each other. Work should be saved every session as this is easily accessible for Subject Lead to see and for teachers to make accurate assessments during data drop.

## Online Safety

Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. It is important to teach pupils about the underpinning knowledge and behaviors that can help pupils to navigate the online world safely and confidently regardless of the device, platform or app

It is crucial that we regularly promote "Be SMART" and this should be a reminder at the beginning of every computing session.

At CWSA we will use the following Long Term Plan to teach Online Safety. This will be taught every other week and planning from Project Evolve will be used. It is vital we teach each element of the Online Safety plan to ensure children have a firm grasp of Online Safety keeping emerging needs in mind. Our long term plan will take a flexible approach to meet the needs of the children. An assembly every term will be delivered based on the strand we are focusing on for that term. **THE STRANDS CAN BE MOVED TO MEET THE NEEDS OF YOUR CHILDREN.** Choose the LI's that you feel match the needs of your children best within the strand.

Please ensure you deliver an Online **Safety lesson once every other week using your PSHCE slot.**

**TEACHERS: EXPORT and PRINT your planning.** Details on how to below.

We will also mark SAFER INTERNET DAY every year which is the first Tuesday of February.

## Long Term Plan

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All	Self-image and identity	Online Relationships	Online Reputation	Online Bullying	Copyright and Ownership	Privacy and Security

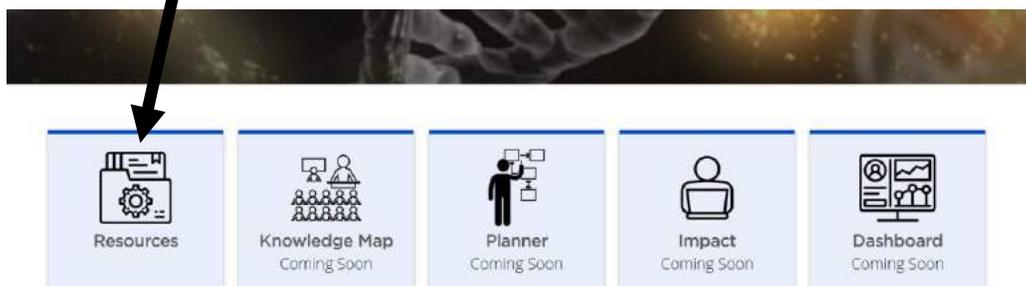
**Coverage: THE STRANDS CAN BE MOVED TO MEET THE NEEDS OF YOUR CHILDREN.** Choose the LI's that you feel match the needs of your children best within the strand. If you ever run out of LI's for any strand please move to the next strand as there is plenty to cover throughout the whole year. Please ensure you deliver an Online **Safety lesson once every other week using your PSHCE slot.**

## How to access Online Safety planning

- 1) Log in on <https://projectevolve.co.uk/>
- 2) Select Access Toolkit

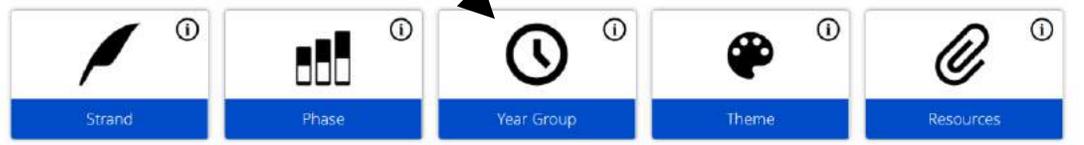


- 3) Select resources



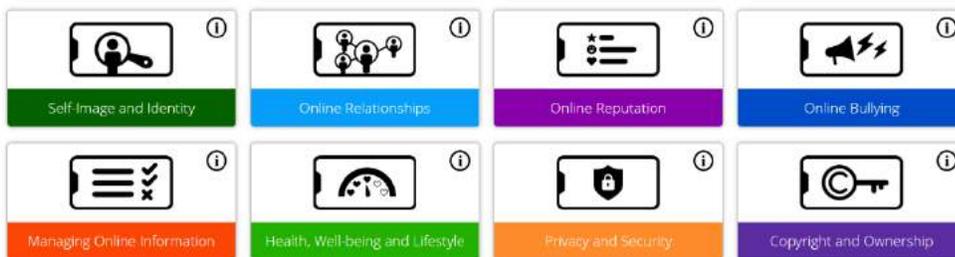
4) **Select Year Group**

Toolkit ► Resources



5) **Select the correct strand consulting the Long Term plan.**

Select Strand



6) **Select the lesson LI**

Online Relationships

Ages 8-9



7) **You will find all your resources and PowerPoints there. You can download them here. \*Please check the Questions and Descriptor too\***

Toolkit ▶ Resources ▶ Year Group ▶ Year Four ▶ Online Relationships

## Online Relationships

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

⌂ ⏪ ⏩ ⬇

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### Outcome Criteria

I understand and can explain what is meant by respect.

I can give examples of how online behaviour is either respectful or disrespectful.

I can describe how it is possible to be respectful online

8) Select the EXPORT button to Print your planning and select all the boxes

Toolkit ▶ Resources ▶ Year Group ▶ Year One ▶ Online Relationships

## Online Relationships

I can explain why it is important to be considerate and kind to people online and to respect their choices.

⌂ ⏪ ⏩ ⬇

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### Outcome Criteria

I understand what being considerate/kind means

I can describe what someone might feel like if you were unkind to them

I can describe ways in which I can try to be kind both offline and online.

⬇ Export Resource as PDF

Select which Sections and Resources you want to export by clicking the items below

Sections:  Outcome Criteria  Questions To Ask  Activity Descriptor

Resources:  Kindness costs nothing  What could be done?

Export Resource

## Assessment for Learning

At the end of every session, outcomes should be consulted and checked with any work that the children have completed. You should use the documents to be able to challenge your most able children.

Work should be saved into their work folder and along with the data drop, we will submit assessments for computing. More information to follow.