



Aintree Davenhill Planning Overview

Subject: Computing **Term:** Autumn 1

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	My Online Life (DL)	My Online Life (DL)	Making Games (CS)	My Online Life (DL)	My Online Life (DL)	My Online Life (DL)	Chicken Run – Crossy Roads (CS)
Lesson 1	(DL) To understand the meaning of 'online'. (DL) To discuss emotions. (DL) To understand who we can ask for help.	(DL) To understand what the term 'online' means. (DL) To identify different emotions. (DL) To understand what to do if something online makes us feel uncomfortable. (DL) To understand who we can ask for help?	(IT / CS) To understand, it is someone's job to create games, and it takes a team of people to make an app or game. (IT) To open an online game, play and discuss the various elements that make a game. (IT) To use a keyboard to type text and apply formatting. (IT) To use digital drawing tools.	(DL) To explain what is meant by the term identity. (DL) To explain how we can represent ourselves in different ways online. (DL) To explain ways in which we might change our identity depending on what we are doing online (e.g. gaming, using an avatar, social media).	(DL) To explain how online identity can be different to the identity they present in real life. (DL) To describe the right decision about how to interact with others and how others perceive them. (DL) To explain that others online can pretend to be them or other people, including their friends. (DL) To suggest reasons why others might do this.	(DL) To explain how identity online can be copied, modified or altered. (DL) To demonstrate responsible choices about their online identity, depending on context.	(IT) To independently locate, open and edit a digital journal. (CS) To use decomposition to identify various elements of a game. (CS) To use programming knowledge to produce a plan for game design. (DL) To create an online account.
Lesson 2	(DL) What does 'communication' mean? (DL) How do we talk and share online? (DL) Who can we talk to or share with?	(DL & IT) To explain how technology is used to communicate. (DL) To discuss who we should communicate with. (DL) To understand some personal information should not be shared. (DL) To use a digital device to communicate.	(CS) To open and use Scratch Jr (adding text and a background). (CS) To create a sequence of command blocks. (CS) To understand that a sequence of command blocks is called a program. (IT) To add a screenshot of their work to the journal.	DL) To describe ways people who have similar likes and interests can get together online. (DL) To give example of technology specific forms of communications (e.g. emojis, acronyms, text speak). (DL) To explain some risks of communicating online with others we don't know well. (DL) To explain why we should be careful who we trust online and what information we can trust others with. (DL) To explain how their and other people's feelings can be hurt by what is said or written online. (DL) To explain why we can take back our trust in someone or something if we feel nervous, uncomfortable or worried. (DL) To explain what it means to know someone; online and why this might be different from knowing someone in real life. (DL) To explain what is meant by 'trusting someone online'. To explain why this is different from 'like someone online'.	(DL) To describe how others can find out information by looking online. (DL) To explain ways that some of the information about them online could be created, copied or shared by others.	(DL) To explain that there are some people they communicate with online who may want them to do themselves or their friends harm, they can recognise this is not their fault. (DL) To make positive contributions and be part of online communities. (DL) To describe some of the communities in which they are involved and describe how they collaborate with others positively.	(IT) To create a series of game graphics. (IT) To save work in a suitable digital format.
Lesson 3	(DL) To identify ways that I can put information on the internet.	(DL) To understand the term 'online bullying'. (DL) To discuss making good choices online. (DL & IT) To use a digital device to express my ideas.	(CS) To use logical reasoning and predict the outcome of programs. (CS) To create a simple program. (IT) To create a screenshot/screen recording.	(DL) To search for information about ourselves online. (DL) To recognise we need to be careful before we share anything about ourselves or others online. (DL) To know who to ask if they are not sure if they should put something online.	(DL) To describe strategies for safe and fun experiences in a range of online social environments. (DL) To give examples of how to be respectful to others online.	(DL) To search for information about an individual online and create a summary report of the information they find. (DL) To describe ways that information about people online can be used by others to make judgements about an individual.	(DL) To sign in to an online account. (DL) Sign in and out of an online account and understand why this is important. (CS) To upload images and change the properties of a sprite in Scratch. (CS) To use the broadcast command to create buttons. (CS) To understand that games use X and Y coordinates.
Lesson 4	(DL) To describe ways that some people can be unkind online. (DL) To offer examples of how this can make others feel.	(DL) To discuss why and how online safety rules help us stay safe. (DL) To contribute to creating a set of class online safety rules. (IT) To use a digital device to create short video clips.	(CS) To understand algorithms means written instructions to solve a problem or complete a task. (CS) To turn an algorithm into a program using Scratch Jr. (CS) To write a simple algorithm and turn it into a program using Scratch Jr.	(DL) To explain what bullying is and can describe how people may bully others. (DL) To describe rules about how to behave online and how to follow them.	(DL) To identify some online technologies where bullying might take place. To describe ways people can be bullied through a range of media (e.g. image, video, text, chat). (DL) To explain why they need to think carefully about how the content they	(DL) To recognise when someone is upset, hurt or angry online. (DL) To describe how to get help for someone that is being bullied online and assess when they need to do or say something or tell someone.	(CS) To use loops forever and If statements to detect collisions within a game. (CS) To debug a program.

					post might affect others, their feelings and how it may affect how others feel about them (their reputation).	(DL) To explain how to block abusive users. (DL) To explain how they would report online bullying on the apps and platforms that they use. (DL) To describe the helpline services who can support them and what they would say and do if they needed t help (e.g. Childline)	
Lesson 5	(DL) To talk about how to use the internet to find information online. (DL) To identify devices I could use to access information on the internet.	(DL) To understand types of personal information. (DL) To understand who can help with online issues. (DL) To create a secure password. (DL & IT) To create an avatar.	(CS) To understand the term program means instructions written in a way a computer can understand. (CS) To create simple programs. (CS) To turn a program into a written algorithm.	DL) To use key phrases in search engines. (DL) To explain what autocomplete is and how to choose the best suggestion. (DL) To explain how the internet can be used to buy and sell things. (DL) To explain the difference between a belief, an opinion and a fact.	(DL) To analyse information and differentiate between opinions, beliefs and facts. To understand what criteria have to be met before something is a fact. (DL) To describe how they can search for information within a wide group of technologies (e.g. social media, image sites, video sites). (DL) To describe some methods used to encourage people to buy things online (e.g. advertising offers, in app purchases, pop ups) and recognise some of these when they appear online. (DL) To explain that some people they meet online (e.g. through social media) may be computer programmes pretending to be real people. (DL) To explain why lots of people sharing the same opinions or beliefs does not make those opinions true	(DL) To use different search technologies. (DL) To evaluate digital content and explain how they make choices from search results. (DL) To explain key concepts including data, information, fact, opinion, belief, true, false, valid, reliable and evidence. (DL) To understand the difference between online mis-information and dis-information. (DL) To explain what is meant by 'being sceptical'. To give examples of when and why it is important to be sceptical. (DL) To explain what is meant by a 'hoax'. To explain why they need to think carefully before they forward anything online. (DL) To explain why some information they find online may not be honest, accurate or legal. (DL) To explain why information that is on a large number of sites may still be inaccurate or untrue. To assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).	(CS) To know that a variable is used to store values in a program. (CS) To create a variable in a game. (CS) To add to and take away from a variable.
Lesson 6		(DL) To use a digital device to search the internet. (DL) To understand how keywords can be used. (DL & IT) To save images from the internet and insert them into a document.	(CS) To understand the term bug is an error in an algorithm or program. (CS) To understand the term debugging is the process of fixing an error. (CS) To plan and create a simple program independently.	(DL) To explain why spending too much time using technology can sometimes have a negative impact on me; To give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).	(DL) To explain how using technology can distract from other things they might do or should be doing. (DL) To identify times or situations when they might need to limit the amount of time they use technology. (DL) To suggest strategies to help them limit this time.	(DL) To describe ways technology can affect sleep and describe some of the issues. (DL) To describe some of the strategies, tips or advice to promote healthy sleep with regards to technology.	(CS) To independently plan improvements to a game program. (IT) To independently create graphics. (CS) To independently create programs. (IT) To share a screen recording or screenshots of the final game program.
Lesson 7				(DL) To give reasons why we should only share information with people we choose to and can trust. To explain that if they are not sure or they feel pressured, they should ask a trusted adult. (DL) To understand and can give reasons why passwords are important. (DL) To describe simple strategies for creating and keeping passwords private. (DL) To describe how connected devices can collect and share my information with others.	(DL) To explain what a strong password is. (DL) To describe strategies for keeping their personal information private, depending on context. (DL) To explain that others online can pretend to be us or other people, including our friends. (DL) To suggest reasons why they might do this. (DL) To explain how internet use can be monitored.	(DL) To create and use strong and secure passwords. (DL) To explain how free apps or services may read and share their information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. (DL) To explain how some apps may request or take payment for additional content (e.g. in-app purchases and explain why they should seek permission from a trusted adult before purchasing.	
Lesson 8				(DL) To explain why copying someone else's work from the internet without permission can cause problems. (DL) To give examples of what those problems might be.	(DL) When searching on the internet for content to use, children they explain why they need to consider who owns it and whether we have the right to reuse it. (DL) To give some simple examples.	(DL) To assess and justify when it is acceptable to use the work of others. (DL) To give examples of content that is permitted to be reused.	



Aintree Davenhill Planning Overview

Subject: Computing

Term: Autumn 2

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	My Online Life (DL) continued Talking Technology (IT)	Modern Tales (DL)	Presentations and Typing (IT)	Be Digitally Awesome (IT)	Endangered Animals (IT)	You Tuber (DL)	VR Worlds (IT)
Lesson 1	My Online Life (DL) To identify rules that help keep us safe and healthy in and beyond the home when using technology. (DL) To give some simple examples of these rules.	(DL) To understand the term digital device and where they are used (DL) To understand that digital devices and apps can use the internet (online) (IT) To sort digital and non-digital items (DL) Do understand that technology can make us can sometimes make us unhappy and even sad	(IT) To add text to a document and apply text formatting. (IT) To identify what technology is and how we use it today. (IT) To use a computer keyboard effectively	(MS / IT) To troubleshoot when something doesn't appear to be working with their device.	(IT) To add an image and text to a document. (DL) To search for images using the 'copyright free' tool. (DL) To understand some images online might be computer generated.	(DL) To explain what YouTube is. (DL) To explain what vlogging is. (DL) To understand the Online Safety Settings for Children Using YouTube.	(IT) To understand the concept of virtual reality (VR) and its applications. (IT) To identify the basic components of a VR environment. (IT) To begin to explore the potential of VR in various fields. (IT/DL) To create a VR style avatar.
Lesson 2	My Online Life (DL) To identify some simple examples of my personal information (e.g. name, address, birthday, age, location). (DL) To describe who would be trustworthy to share this information with, I can explain why they are trusted.	(DL/IT) To open a browser (DL) To use a search engine to find and save images (IT) To insert images into a document (DL) To understand that apps and games have age restrictions.	(IT) To design presentation slides (IT) To add text and information to the title page of your presentation (IT) To edit how your presentation pages look.	(MS / IT) To discuss different types of digital content and file types. (CS) To explain how the internet works. (DL) To know how to use the internet. (Online Bullying)	(IT) To use Google Earth to explore different locations and environments. (IT) To save screenshots and insert them into a document. (IT) To search for and add relevant emojis to a document.	(DL) To discuss the mechanics of YouTube. (DL) To understand the term influencer. (DL) To understand online advertising.	(DL) To understand the importance of online safety and responsible internet use. (DL) To learn how to create secure passwords and protect personal information online. (DL) To set up accounts on the CoSpaces website while implementing safety measures. (IT) To open and become familiar with navigating a VR space.
Lesson 3	My Online Life (DL) To understand that work I create belongs to me. (DL) To name my work so that others know it belongs to me.	(DL) To understand that not everyone online always tells the truth (DL) To give examples of personal information (DL) To explain whom we can trust and whom we can ask for can help	(DL) To understand why copyright is important. (DL) To use a search engine to search for relevant information. (IT) To add pictures from the internet to their presentation.	(IT) To use advanced search tools. (DL) To understand the need for copyright and the consequences of ignoring it (copyright) (DL) To analyse information and make accurate searches.	(DL) To explore types of images and graphics for use online. (IT) To create a mood board and brainstorm ideas. (IT) To photograph work and insert it into a document.	(DL) To discuss online bullying and its various forms. (DL) To identify how to report online bullying. (IT) To create a still or animated digital logo.	(IT) To become familiar with the CoSpaces website/app's creative features. (IT) To explore the user interface and basic tools available in CoSpaces. (IT) Create a simple VR space with scenes using CoSpaces.
Lesson 4	Talking Technology (IT) Discuss how technology is used to create digital paintings and drawings like the ones in children's books. (IT) Use a device and application to create a digital painting. (IT/DL) How digital work is saved / Uploaded to Seesaw.	(IT) To understand the term animation (IT) To use a digital device to take photographs (IT) To create and save a simple stop-frame animation	(IT) To understand the importance of treating people kindly online (IT) To record a good quality video. (IT) To import/record a video into a presentation.	(IT) To collect, analyse, evaluate and present data and information. (IT) To create with technology, e.g. Video, animation, 3D	(IT & DL) To create a graphic for social media. (IT) To use various tools within an illustration/paint application. (IT) To export in a relevant image format.	(DL) To understand the term 'fake news' and 'misinformation.' (DL) To understand the importance of fact-checking. (DL) To understand methods of analysing AI images. (IT) To create a script for a YouTube-style video.	(IT) To understand the concept of storyboarding and its importance in creating VR spaces. (IT) To identify key elements of a VR scene, such as background, objects, and interactions. (IT) To plan and sketch a VR space on paper (including different scenes).
Lesson 5	Talking Technology (IT) Use a device to go online. (IT/DL) Use a search engine (keywords) to find images. (IT) Save an image to the device.	(IT/DL) To create a simple script for an animation (IT) To set up a digital device ready to photograph still frame animation (IT) To record audio on a digital device	(IT) To add shapes and transitions in a presentation. (IT) To animate objects that tell a simple story in a presentation. (IT) To be more creative using technology.	(IT) To improve the quality and presentation of their work using editing and formatting techniques. (IT) To create with technology, e.g. Video, animation, 3D	(IT) To write a short script. (IT) To import an image into a video editing application. (IT) To record narration and add music to an image/video clip	(DL) To explain short-form video. (DL) To explain social media and age requirements. (DL) To explain what to do if they encounter inappropriate content online. (IT) To create a storyboard.	(IT) To understand basic graphic design principles relevant to VR environments. (IT) To create or find appropriate graphics and images for their VR scenes. (IT) To import and manipulate graphics within CoSpaces.
Lesson 6	Talking Technology (IT) Use a device and application to make objects move. (IT) Use a device and application to record audio and tell a story. (IT/DL) How digital work is saved and shared.	(IT/DL) To create a simple script for an animation (IT) To set up a digital device ready to photograph still frame animation (IT) To record audio on a digital device	(IT) To record data in a tally chart (IT) To represent a tally count as a total (IT) To compare totals in a tally chart	(IT) To collect, analyse, evaluate and present data and information. (IT) To create with technology, e.g. video, animation.	(IT) To review vocabulary. (IT) To finish video editing work	(DL/IT) To create a YouTube-style video based on a script and storyboard. (IT) To add audio/music to a video clip. (IT) To share the digital video with another application.	(IT) To understand the concept of interactivity in VR and its impact on user engagement. (IT) To learn how to add interactive elements such as buttons, animations, and code within CoSpaces. (IT) To create a final, interactive VR space based on their storyboard with different forms of media.