



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)	My Online Life (DL)	My Online Life (DL)	My Online Life (DL)	My Online Life (DL)	My Online Life (DL)
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?	(DL) To understand that people can choose different pictures online to what they look like in real life. (DL) To explain why someone might want to change their appearance online and describe ways people might make themselves look different online. (DL) To recognise issues online that might make me feel sad, worried, uncomfortable or frightened. (DL) To know who I can go to for help and how to ask for help.	(DL) I understand the term identity and I can take appropriate measures to protect my own online identity. (DL) I am aware of what I should be sharing online and where to go for help if I need it.	(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.	(DL) To describe ways in which media can shape ideas about gender. (DL) To identify messages about gender roles and make judgements based on them. (DL) To challenge and explain why it is important to reject inappropriate messages about gender online. (DL) To describe issues online that might make them or others feel sad, worried, uncomfortable or frightened. To know and give examples of how to get help, both on and offline. (DL) To explain why they should keep asking until they get the help they need.
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 what some personal information should not be shared. (DL) To use a digital device to communicate.	(DL) To understand the risks of communicating with unknown individuals online. (DL) To recognise the importance of asking permission before sharing personal information. (DL) To identify trusted adults to consult when unsure about online interactions. (DL) To acknowledge the right to refuse online requests or sharing without consent. (DL) To learn the impact of online actions on personal and others' digital footprints.	(DL) I know who I should be sharing information with and how to keep my data secure. (DL) I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me 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.	(DL) To show they understand their responsibilities for the well-being of others in their online social group. (DL) To explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). (DL) To demonstrate how they would support others (including those who are having difficulties) online. (DL) To demonstrate ways of reporting problems online for themselves and their friends.
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.	(DL) To explain what bullying is, how people may bully others and how bullying can make someone feel. (DL) To explain why anyone who experiences bullying is not to blame. (DL) To talk about how anyone experiencing bullying can get help.	((DL) I know how to use the internet. (DL) I can analyse information and make accurate searches.	(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 explain how they are developing an online reputation which will allow other people to form an opinion of them. (DL) To describe some simple ways that help build a positive online reputation.
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.	(DL) To discuss why and how online safety rules help us stay safe. (DL) To understand how those rules/guides can help anyone accessing online technologies. (DL) To contribute to creating a set of class online safety rules.	(DL) I can explain what bullying is and know where to go for help. (IT) I can create with technology. E.g. Video, animation, 3D	(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 post might affect others, their feelings and how it may affect how others feel about them (their reputation).	(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. (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 help (e.g. Childline)	(DL) To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help them. (DL) To identify a range of ways to report concerns both in school and at home about online bullying.
Lesson 5	(DL) To talk about how to use the internet to find information online.	(DL) To understand types of personal information.	(DL) To understand that lots of devices at home and in school that connect to	(DL) I can analyse information and make accurate searches.	(DL) To analyse information and differentiate between	(DL) To use different search technologies.	(DL) To use search technologies effectively.

	(DL) To identify devices I could use to access information on the internet.	(DL) To understand who can help with online issues. (DL) To create a secure password. (DL & IT) To create an avatar.	the internet. (DL) To understand types of personal information. (DL) To understand who can help with online issues. (DL) To create a secure password.		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 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).	(DL) To explain how search engines work and how results are selected and ranked. (DL) To demonstrate the strategies they would apply to be discerning in evaluating digital content. (DL) To demonstrate how some online information can be opinion and offer examples. (DL) To explain how and why some people may present 'opinions' as 'facts' (DL) To define the terms 'influence', 'manipulation' and 'persuasion' and explain how they might encounter these online (e.g. advertising and ad targeting). (DL) To demonstrate strategies to enable them to analyse and evaluate the validity of 'facts' and explain why these strategies are important. (DL) To identify, flag and report inappropriate content.
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.	(DL) To use a digital device to search the internet. (DL) To understand how keywords can be used. (DL) To use a browser and navigate websites. (DL) To discuss AI images and fake news stories.	(DL) I understand the need for copyright and the consequences of ignoring it. (DL) I understand the impact technology can have on my health, well being and lifestyle	(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.	DL) To describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warning) and describe their performance. (DL) To assess and action different strategies to limit the impact of technology on their health (e.g. night shift mode, regular break, correct posture, sleep, diet and exercise). (DL) To explain the importance of self-regulating their use of technology: to demonstrate the strategies they use to do this (e.g. monitoring my time online, avoiding accidents).
Lesson 7					(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.	(DL) To use different password for a range of online services. (DL) To describe effective strategies for managing passwords (e.g. password managers, acronyms, stories). (DL) To know what to do if their password is lost or stolen (DL) To explain what app permissions are and give some examples from the technology or services they use. (DL) To describe simple ways to increase privacy on apps and services that provide privacy settings. (DL) To describe ways in which some online content targets people to gain money or information illegally: to describe strategies to help them identify such content (e.g. scams, phishing).
Lesson 8					(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.	(DL) To demonstrate the use of search tools to find and access online content which can be reused for them. (DL) To demonstrate how to make references to and acknowledge sources they have used from the internet.



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)	Minibeasts (IT)	Presentations and Typing (IT)	Be Digitally Awesome (IT)	Endangered Animals (IT)	AR Games (IT)	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.	(IT) To find and open a digital file. (IT) To add a photograph and text to a digital document. (IT) To use a paint application to create a digital self-portrait. (IT) To use a microphone to record a mini-beast fact.	(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.	(IT) To understand AR technology and its uses. (IT/DL) To discuss new technologies and their impact on work/society. (IT) To open a digital file and edit it. (IT) To play and review an AR game, detailing positives and negatives.	(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.	(IT) To sort data to match a label. (IT) To record data in a tally chart. (IT) To sort data into different groups. (IT) To create a pictogram of mini-beasts.	(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 role of an influencer (DL) To discuss the potential risks of sharing content online (IT) To create an AR scene (IT) To review an AR app	(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 open a browser and understand the term online. (DL) To enter keywords into a search engine. (DL) To conduct an image search. (IT) To save and insert an image into a document.	(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.	(IT) To create a simple storyboard. (IT) To record a series of short video clips. (IT) To use a video editing application to create a short vlog that includes different types of media e.g. video, images, text and audio	(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.	(DL) To use technology safety. (IT) To take good quality photographs. (IT) To delete poor-quality photographs from a device. (IT) To share and present the photographs in a digital document	(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.	(IT) To create digital graphics and illustrations. (IT) To understand how to create digital art using Apple's Keynote. (IT) To export graphics with a transparent background.	(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) To use a paint application and various tools. (IT) To export and share a picture. (IT) To use a microphone to record a narration. (IT) To take information, reformat it and present it.	(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	(IT) To import graphics into an app. (IT) To use an AR content creation app. (IT) To record audio and video to showcase an AR experience.	(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) To safety, hold a camera and record video clips. (IT) To present information as a video clip. (IT) To review video clips. (IT) To write a simple script.	(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	(IT/DL) To explain key vocabulary. (IT) To share what they have learnt and favourite parts of the lessons (IT/DL) To discuss how AR and the skills they've learned might be used in the future.	(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.