# WHOLE SCHOOL CURRICULUM MAP –TEACH IT COMPUTING/ PROJECT EVOLVE 2023 - 24

**Clapgate** Primary School
**Inspiring** Young Minds

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Long term plan | Information technology around us<br><br>Health, Well-being and Lifestyle<br><br>Online Bullying | Digital photography<br><br>Managing Online Information<br><br>Online Reputation | Robot algorithm<br><br>Online Reputation | Pictograms<br><br>Self-Image and Identity<br><br>Privacy and Security | Making music<br><br>Copyright and Ownership<br><br>Online Relationships | An introduction to quizzes.<br><br>Online Relationships |
| Year 2<br><br>Project evolve | **Health, Well-being and Lifestyle:**<br><br>I can explain simple guidance for using technology in different environments and settings e.g., accessing online technologies in public places and the home environment.<br><br>I can say how those rules/guides can help anyone accessing online technologies.<br><br>**Online Bullying**<br><br>I can explain what bullying is, how people may bully others and how bullying can make someone feel.<br><br>I can explain why anyone who experiences bullying is not to blame.  I can talk about how anyone experiencing bullying | Managing Online Information:<br><br>I can use simple keywords in search engines<br><br>I can demonstrate how to navigate a simple webpage to get to information I need (e.g., home, forward, back buttons; links, tabs and sections).<br><br>I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri).<br><br>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.<br><br>I can explain why some information I find online may not be real or true.<br><br>**Online Reputation**<br><br>I can explain how information put online about someone can last for a long time. | **Online Reputation**<br><br>I can describe how anyone's online information could be seen by others.<br><br>I know who to talak to if something has been put online without consent or if it is incorrect. | **Self-Image and Identity:**<br><br>I can explain how other people may look and act differently online and offline<br><br>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened;<br><br>I can give examples of how they might get help.<br><br>**Privacy and Security**<br><br>I can explain how passwords can be used to protect information, accounts and devices.<br><br>I can explain and give examples of what is meant by 'private' and 'keeping things private'.<br><br>I can describe and explain some rules for keeping personal information private (e.g., creating and protecting passwords).<br><br>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g., lights, fridges, toys, televisions). | **Copyright and Ownership:**<br><br>I can recognise that content on the internet may belong to other people.<br><br>I can describe why other people's work belongs to them.<br><br>**Online Relationships**<br><br>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky (e.g., email, online gaming, a pen-pal in another school/country).<br><br>I can explain who I should ask before sharing things about myself or others online. | **Online Relationships**<br><br>I can describe different way to ask for, give, or deny my permission online and can identify who can help me if I am not sure.<br><br>I can explain why I have a right to say 'no' or 'I will have to ask someone'.<br><br>I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.<br><br>I can identify who can help me if something happens online without my consent.<br><br>I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.<br><br>I can explain why I should always ask a trusted adult before clicking 'y's', 'agree' or 'accept' online. |
| Year 2<br>Teach<br>Computing | **Computer Systems and Networks – IT Around Us** | **Creating Media – Digital Photography**<br>Learners will learn to recognise that | **Programming A – Robot Algorithms**<br>This unit develops learners' understanding | **Data and Information - Pictograms**<br>Learners will begin to understand what the | **Creating Media – Making Music**<br>In this unit, learners will be using a computer to | **Programming B – An Introduction to Quizzes** |

| | | | | | |
|---|---|---|---|---|---|
| Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly. | different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. | of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs | term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions. | create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music. | This unit initially recaps on learning from the Year 1 ScratchJr unit 'Programming B – Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects. |