

Computing is an integral part of our everyday lives and will play an immeasurable part in our children's futures. At Furzefield, we aim to provide all of our children with the skills, creativity and enthusiasm to live and thrive in a world increasingly dependent on computing.

Computing does not feature in the EYFS curriculum however, children in EYFS have opportunities to explore everyday technology and to interact with age appropriate content on interactive white boards and laptops. To prepare them for **Purple Mash**, children in EYFS use **Mini Mash** to develop computer skills through exploring an online classroom

We use **Purple Mash** to teach computing in key stages 1 and 2. Units are practical and engaging and allow computing lessons to be hands on. They cover a broad range of computing components such as coding, spreadsheets, Internet and Email, Databases, Communication networks, touch typing, animation and online safety. We have carefully selected units to progressively build knowledge and skills in three areas of: computer science, digital literacy and information technology. **Coding** and **internet safety** are revisited every year.



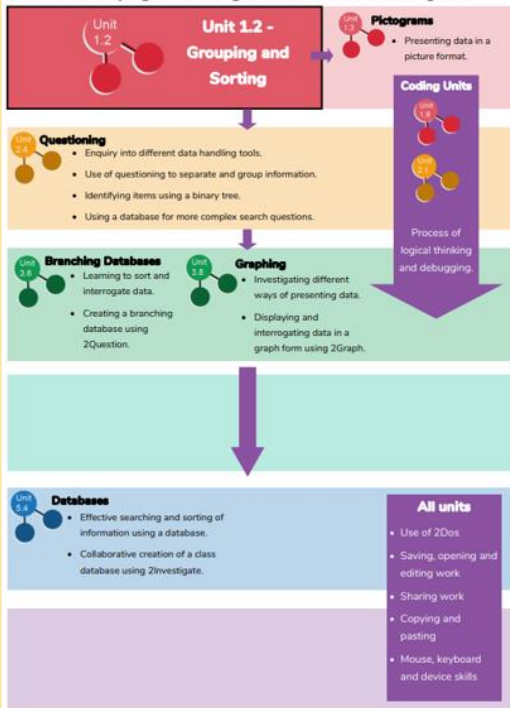
Topic Overview

Computer science	Digital literacy	Information technology
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Basic skills	Unit 1.3 Pictograms data	Unit 1.1 Online Safety and Exploring Purple Mash	Unit 1.6 Animated Story Book	Unit 1.4 Lego Builders	Unit 1.7 Coding
	Unit 1.2 Grouping and Sorting		Unit 1.6 Animated Story Book		Unit 1.9 Technology outside school	
Year 2	Basic skills	Unit 2.8 Presenting Ideas	Unit 2.2 Online Safety	Unit 2.1 Coding	Unit 2.6 Creating Pictures	Unit 2.4 Questioning data
	Unit 2.5 Effective Searching		Unit 2.1 Coding	Unit 2.7 Making Music		
Year 3	Unit 3.1 Coding	Unit 3.4 Touch Typing	Unit 3.2 Online Safety	Unit 3.5 Email (and safety)	Unit 3.9 Presenting with PowerPoint	Unit 3.8 Graphing and data
			Unit 3.5 Email (and safety)			Unit 3.7 Simulations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit 4.7 Effective Searching	Unit 4.4 Writing for Different Audiences	Unit 4.2 Online Safety	Unit 4.1 Coding	Unit 4.9 Making Music	Unit 4.6 Animation
						Unit 4.5 Logo
Year 5	Basic skills/ E-safety	Unit 5.5 Game Creator	Unit 5.2 Online Safety	Unit 5.8 Word Processing (using Word)	Unit 5.6 3D Modelling	Unit 5.3 Spreadsheets
	Unit 5.1 Coding		Unit 5.7 Concept Maps			
Year 6	Unit 6.1 Coding	Unit 6.7 Quizzing data	Unit 6.2 Online Safety	Unit 6.4 Blogging	Basic skills recap	Unit 6.9 Spreadsheets (Excel)
					Unit 6.5 Text Adventures	

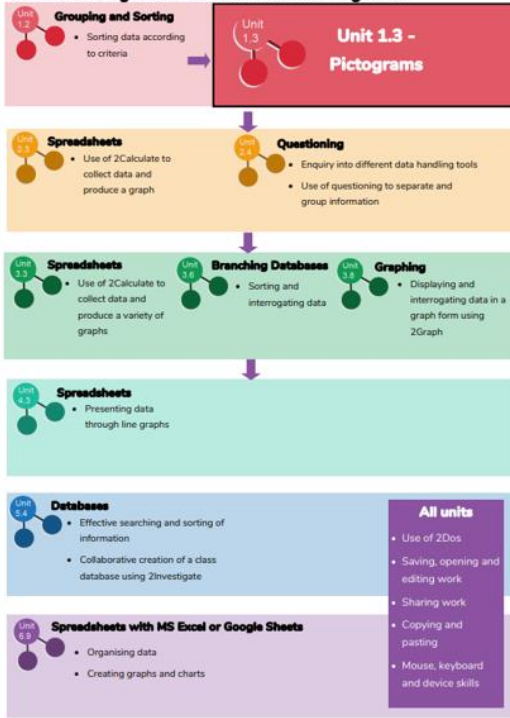
Unit 1.2 - Grouping and Sorting: Prior and Future Learning Links



Year 1 – Grouping and Sorting

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To sort items using a range of criteria. 	<ul style="list-style-type: none"> Children can sort various items offline using a variety of criteria.
<ul style="list-style-type: none"> To sort items on the computer using the 'Grouping' activities in Purple Mash. 	<ul style="list-style-type: none"> Children have used Purple Mash activities to sort various items online using a variety of criteria.

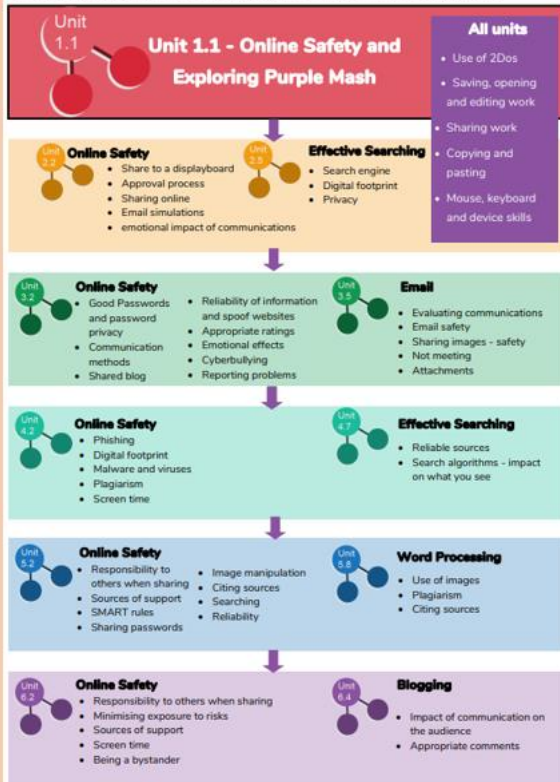
Unit 1.3 - Pictograms: Prior and Future Learning Links



Year 1 – Pictograms and Data

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To understand that data can be represented in picture format. 	<ul style="list-style-type: none"> Children can discuss and illustrate the transport used to travel to school. Children can contribute to the collection of class data. Children have used these illustrations to create a simple pictogram.
<ul style="list-style-type: none"> To contribute to a class pictogram. 	<ul style="list-style-type: none"> Children can contribute to a class pictogram. Children can discuss what the pictogram shows.
<ul style="list-style-type: none"> To use a pictogram to record the results of an experiment. 	<ul style="list-style-type: none"> Children can collect data from rolling a die 20 times and recording the results. Children can represent the results as a pictogram.

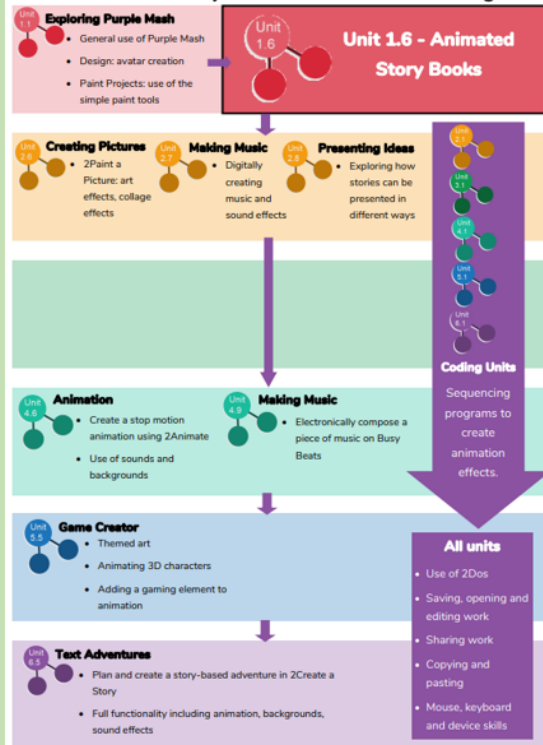
Unit 1.1 - Online Safety & Exploring Purple Mash: Prior and Future Learning Links



Year 1 – Online Safety and Exploring Purple Mash

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children can log in to Purple Mash using their own login. • Children have created their own avatar and understand why they are used. • Children can add their name to a picture they created on the computer. • Children are beginning to develop an understanding of ownership of work online. • Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children can find their saved work in the Online Work area of Purple Mash. • Children can find messages that their teacher has left for them on Purple Mash. • Children can search Purple Mash to find resources.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children will be able to use the different types of topic templates in the Topics section confidently. • Children will be confident with the functionality of the icons in the topic templates. • Children will know how to use the different icons and writing cues to add pictures and text to their work.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. • Children have explored the Games section and looked at Table Toons (2x tables). • Children can log out of Purple Mash when they have finished using it and know why that is important.

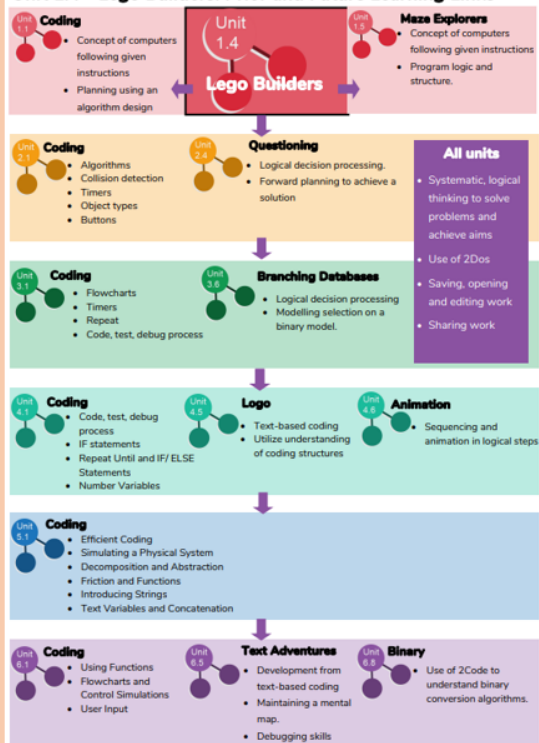
Unit 1.6 - Animated Story Books: Prior and Future Learning Links



Year 1 – Animated Story Books

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children know the difference between a traditional book and an e-book. • Children can use the different drawing tools to create a picture on the page. • Children can add text to a page.
<ul style="list-style-type: none"> • To add animation to a picture. • To play the pages created so far. • To save the additional changes and overwrite the file. 	<ul style="list-style-type: none"> • Children can open previously saved work. • Children can add an animation to a page. • Children can play the pages created. • Children can save changes and overwrite the file.
<ul style="list-style-type: none"> • To add a sound effect to a picture. • To add a voice recording to the picture. • To add created music to the picture. 	<ul style="list-style-type: none"> • Children can add a sound to the page. • Children can add voice recording to the page. • Children can create music for a page.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children can add a background to the page. • Children can use the additional drawing tools on My Story mode. • Children can change the font style and size.
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children can use the copy and paste function to add more pages to their animated e-book. • Children can share their e-books on a class story book display board.

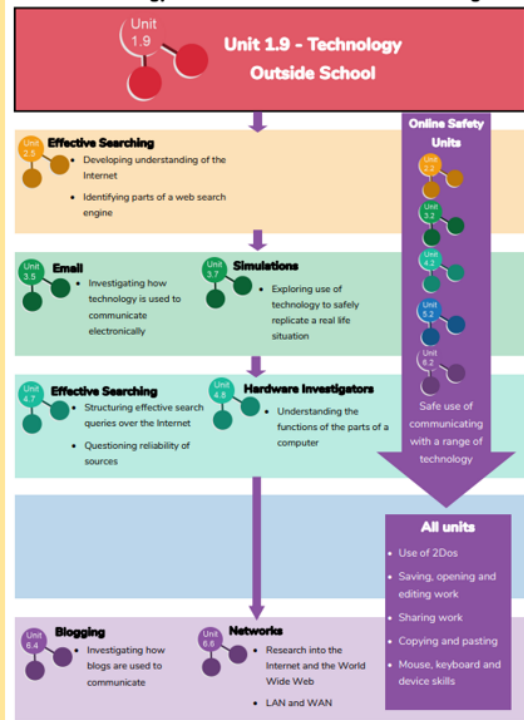
Unit 1.4 - Lego Builders: Prior and Future Learning Links



Year 1 – Lego Builders

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To emphasise the importance of following instructions. 	<ul style="list-style-type: none"> Children know that to achieve the effect they want when building something, they need to follow accurate instructions. Children know that by following the instructions correctly, they will get the correct result. Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.
<ul style="list-style-type: none"> To follow and create simple instructions on the computer. 	<ul style="list-style-type: none"> Children can follow instructions in a computer program. Children can explain the effect of carrying out a task with no instructions. Children know that computers need precise instructions to follow. Children know that an algorithm written for a computer to follow is called a program.
<ul style="list-style-type: none"> To consider how the order of instructions affects the result. 	<ul style="list-style-type: none"> Children understand how the order in which the steps of a recipe are presented affects the outcome. Children can organise instructions for a simple recipe. Children know that correcting errors in an algorithm or program is called 'debugging'.

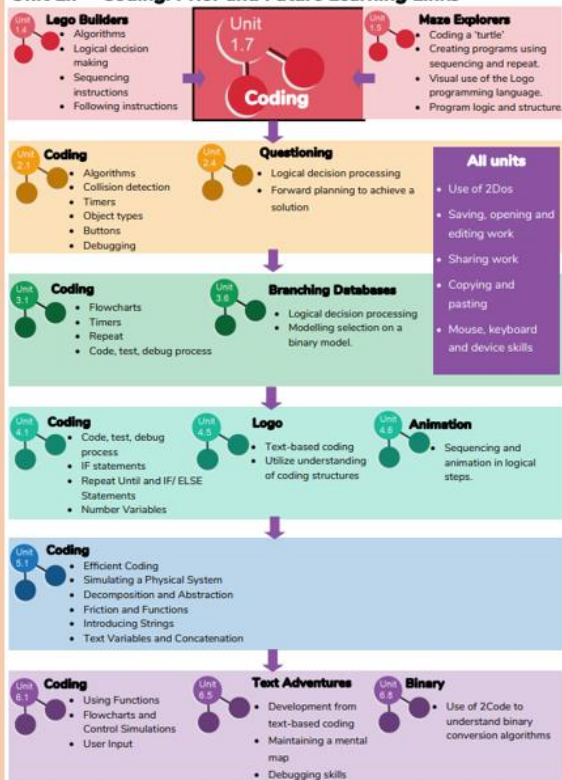
Unit 1.9 - Technology Outside School: Prior and Future Learning Links



Year 1 – Technology Outside School

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To find and understand examples of where technology is used in the local community 	<ul style="list-style-type: none"> Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school.
<ul style="list-style-type: none"> To record examples of technology outside school. 	<ul style="list-style-type: none"> Children have recorded 4 examples of where technology is used away from school.

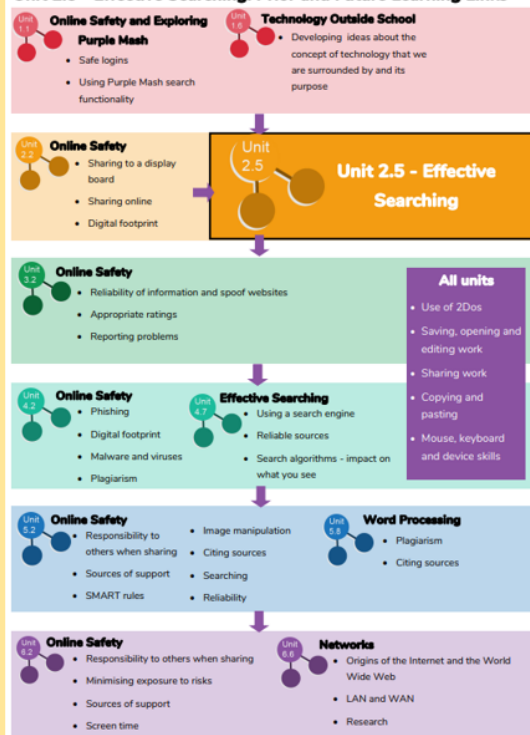
Unit 1.7 - Coding: Prior and Future Learning Links



Year 1 – Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can give and follow instructions. Children can draw symbols to represent instructions. Children can arrange code blocks to create a set of instructions.
<ul style="list-style-type: none"> To use code to make a computer program. To understand what objects and actions are. 	<ul style="list-style-type: none"> Children can create a program using code blocks. Children can use object and action code blocks.
<ul style="list-style-type: none"> To understand what an event is. To use an event to control an object. 	<ul style="list-style-type: none"> Children can create a simple program using code blocks. Children can use event, object and action code blocks.
<ul style="list-style-type: none"> To understand what an event is. To begin to understand how code executes when a program is run. 	<ul style="list-style-type: none"> Children can create a simple program using code blocks. Children can use event, object and action code blocks. Children can notice when their code executes when their program is run.
<ul style="list-style-type: none"> To understand what backgrounds and objects are. To understand how to use the scale property. 	<ul style="list-style-type: none"> Children can edit a scene by adding, deleting and moving objects. Children can change the size of objects using the properties table.
<ul style="list-style-type: none"> To plan a computer program. To make a computer program. 	<ul style="list-style-type: none"> Children can create a design plan for their Free Code Scene program. Children can use code to make the program they have designed work.

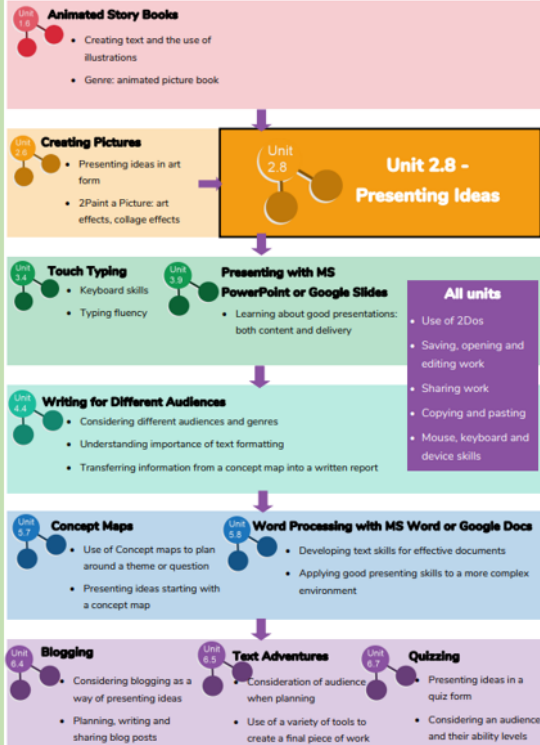
Unit 2.5 - Effective Searching: Prior and Future Learning Links



Year 2 – Effective Searching

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To understand the terminology associated with the Internet and searching. 	<ul style="list-style-type: none"> Children can recall the meaning of key Internet and searching terms. Children have completed a quiz about the Internet.
<ul style="list-style-type: none"> To gain a better understanding of searching the Internet. 	<ul style="list-style-type: none"> Children can identify the basic parts of a web search engine search page. Children have learnt to read a web search results page. Children can search the Internet for answers to a quiz.
<ul style="list-style-type: none"> To create a leaflet to help someone search for information on the Internet. 	<ul style="list-style-type: none"> Children have created a leaflet to consolidate knowledge of effective Internet searching.

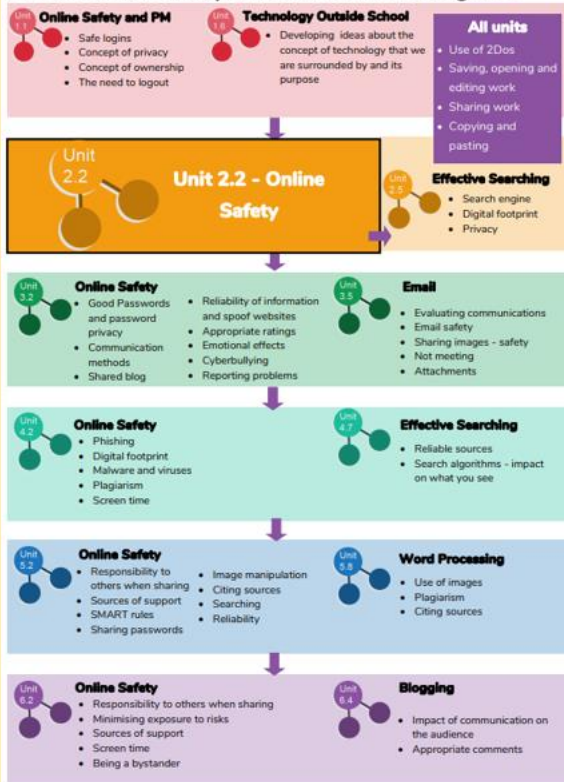
Unit 2.8 - Presenting Ideas: Prior and Future Learning Links



Year 2 – Presenting Ideas

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To explore how a story can be presented in different ways. 	<ul style="list-style-type: none"> Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. Children know that digital content can be represented in many forms.
<ul style="list-style-type: none"> To make a quiz about a story or class topic. 	<ul style="list-style-type: none"> Children have made a quiz about a story using 2Quiz. Children can talk about their work and make improvements to solutions based on feedback received.
<ul style="list-style-type: none"> To make a fact file on a non-fiction topic. 	<ul style="list-style-type: none"> Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. Children have added appropriate clipart. Children have added an appropriate photo. Children know that data can be structured in tables to make it useful.
<ul style="list-style-type: none"> To make a presentation to the class. 	<ul style="list-style-type: none"> Children can use a variety of software to manipulate and present digital content and information. Children can collect, organise and present data and information in digital content. Children can create digital content to achieve a given goal by combining software packages.

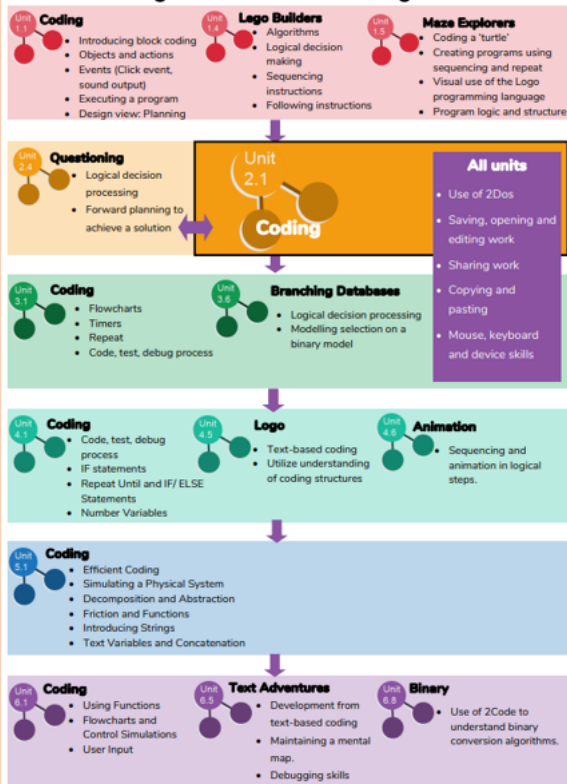
Unit 2.2 - Online Safety: Prior and Future Learning Links



Year 2 – Online Safety

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can use the search facility to refine searches on Purple Mash by year group and subject. Children can share the work they have created to a display board. Children understand that the teacher approves work before it is displayed. Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children know that Email is a form of digital communication. Children understand how 2Respond can teach them how to use email. Children can open and send an email to a 2Respond character. Children have discussed their own experiences and understanding of what email is used for. Children have discussed what makes us feel happy and what makes us feel sad.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Children can explain what a digital footprint is. Children can give examples of things that they would not want to be in their digital footprint.

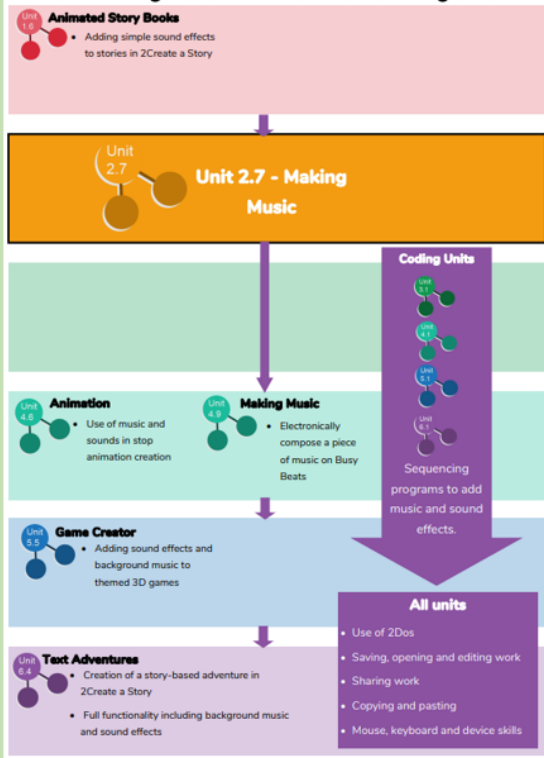
Unit 2.1 - Coding: Prior and Future Learning Links



Year 2 – Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To understand what an algorithm is. To create a computer program using an algorithm. 	<ul style="list-style-type: none"> Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions.
<ul style="list-style-type: none"> To create a program using a given design. To understand the collision detection event. 	<ul style="list-style-type: none"> Children can plan an algorithm that includes collision detection. Children can create a program using collision detection. Children read blocks of code and predict what will happen when it is run.
<ul style="list-style-type: none"> To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. 	<ul style="list-style-type: none"> Children can create a program that uses a timer-after command. Children can explain what the timer-after command does in their program. Children can predict what will happen in a program that includes a timer-after command.
<ul style="list-style-type: none"> To understand that different objects have different properties. To understand what different events do in code. 	<ul style="list-style-type: none"> Children can create a computer program that includes different object types. Children can modify the properties of an object. Children can use different events in their program to make objects move.
<ul style="list-style-type: none"> To create a program using a given design. To understand the function of buttons in a program. 	<ul style="list-style-type: none"> Children can create a computer program that includes a button object. Children can explain what a button does in their program. Children can modify the properties of a button to fit their program design.
<ul style="list-style-type: none"> To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs. 	<ul style="list-style-type: none"> Children can explain what debug (debugging) means. Children can use a design document to start debugging a program. Children can debug simple programs.

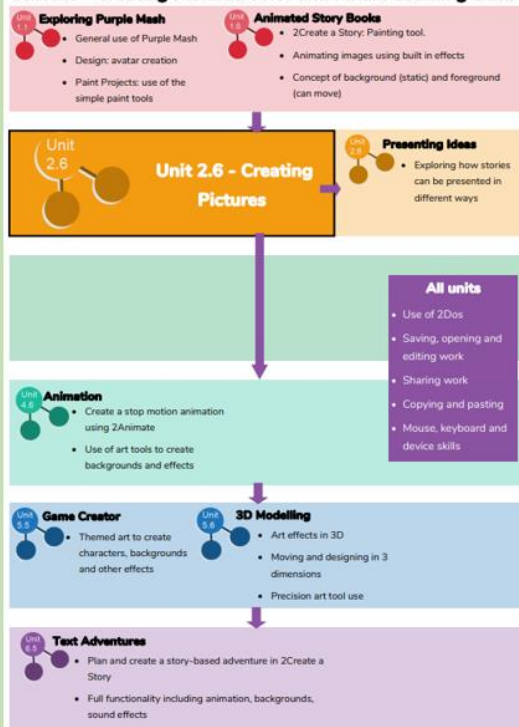
Unit 2.7 - Making Music: Prior and Future Learning Links



Year 2 – Making Music

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. 	<ul style="list-style-type: none"> Children understand what 2Sequence is and how it works. Children have used the different sounds within 2Sequence to create a tune. Children have explored how to speed up and slow down tunes. Children understand what happens to the tune when sounds are moved.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children have added sounds to a tune they have already created to change it. Children have considered how music can be used to express feelings. Children can change the volume of the background sounds. Children have created two tunes which depict two feelings.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children have uploaded and used their own sound chosen from a bank of sounds. Children have created, uploaded and used their own recorded sound. Children have created their own tune using some of the chosen sounds.

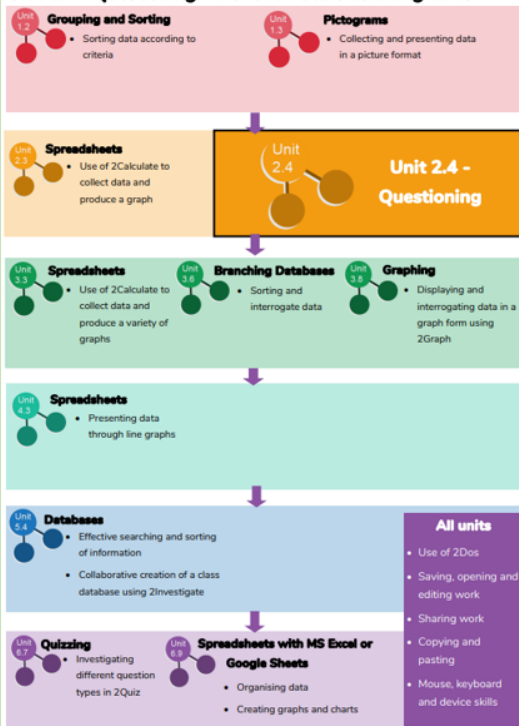
Unit 2.6 - Creating Pictures: Prior and Future Learning Links



Year 2 – Creating Pictures

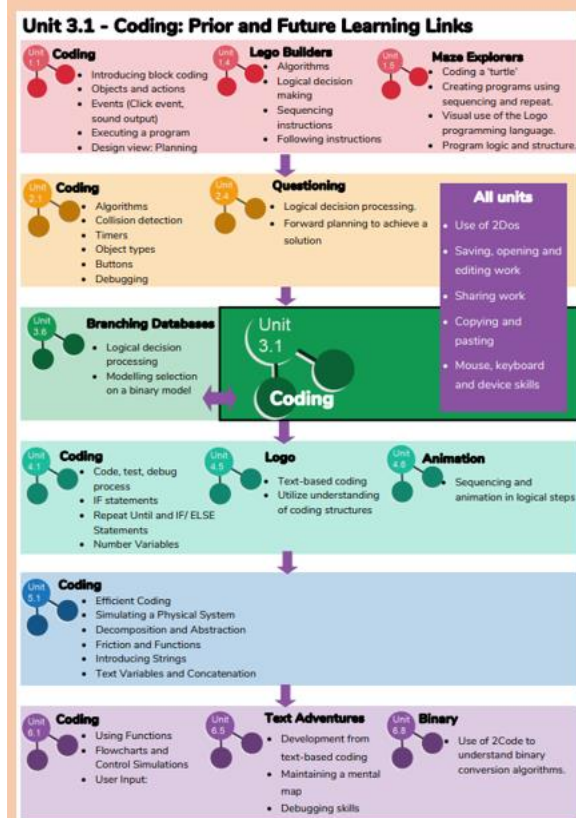
Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template. 	<ul style="list-style-type: none"> Children can describe the main features of impressionist art. Children can use 2Paint a Picture to create art based upon this style.
<ul style="list-style-type: none"> To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template. 	<ul style="list-style-type: none"> Children can explain what pointillism is. Children can use 2Paint a Picture to create art based upon this style.
<ul style="list-style-type: none"> To look at the work of Piet Mondrian and recreate it using the Lines template. 	<ul style="list-style-type: none"> Children can describe the main features of Piet Mondrian's work. Children can use 2Paint a Picture to art based upon his style.
<ul style="list-style-type: none"> To look at the work of William Morris and recreate it using the Patterns template. 	<ul style="list-style-type: none"> Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance patterns.
<ul style="list-style-type: none"> To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture. 	<ul style="list-style-type: none"> Children can describe surrealist art. Children can use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart.

Unit 2.4 - Questioning: Prior and Future Learning Links



Year 2 – Questioning Data

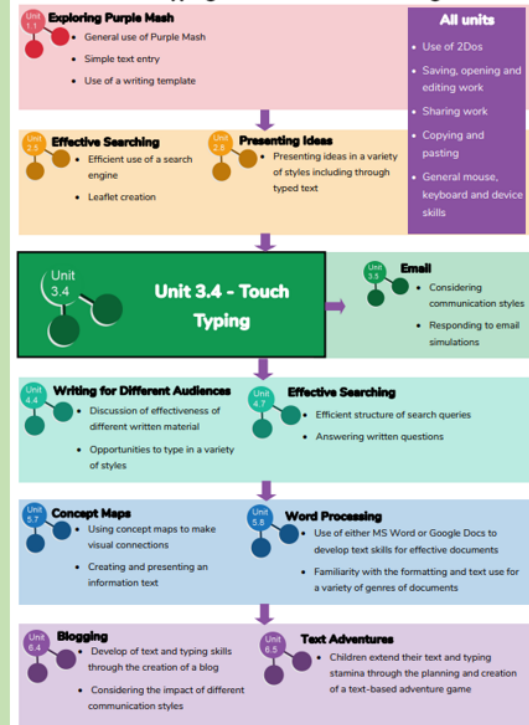
Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To show that the information provided on pictograms is of limited use beyond answering simple questions 	<ul style="list-style-type: none"> Children understand that the information on pictograms cannot be used to answer more complicated questions.
<ul style="list-style-type: none"> To use yes/no questions to separate information 	<ul style="list-style-type: none"> Children have used a range of yes/no questions to separate different items.
<ul style="list-style-type: none"> To construct a binary tree to separate different items. 	<ul style="list-style-type: none"> Children understand what is meant by a binary tree. Children have designed a binary tree to sort pictures of children.
<ul style="list-style-type: none"> Use 2Question (a binary tree) to answer questions 	<ul style="list-style-type: none"> Children understand that questions are limited to 'yes' and 'no' in a binary tree. Children understand that the user cannot use 2Question to find out answers to more complicated questions. Children have matched 2Simple item pictures to names using a binary tree.
<ul style="list-style-type: none"> To use a database to answer more complex search questions. To use the Search tool to find information. 	<ul style="list-style-type: none"> Children understand what is meant by a database. Children have used a database to answer simple and more complex search questions.



Year 3 - Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming. 	<ul style="list-style-type: none"> Children can read and explain a flowchart Children can use a flowchart to create a computer program. Children can create a computer program that uses click events and timers.
<ul style="list-style-type: none"> To understand that there are different types of timers. To be able to select the right type of timer for a purpose. 	<ul style="list-style-type: none"> Children can create a program that uses a timer-after command Children can create a program that uses a timer-every command Children understand there can be different ways to solve a problem.
<ul style="list-style-type: none"> To understand how to use the repeat command. 	<ul style="list-style-type: none"> Children understand how the turtle object moves. Children can use the repeat command with an object.
<ul style="list-style-type: none"> To use coding knowledge to create a range of programs. To understand the importance of nesting. 	<ul style="list-style-type: none"> Children can create a computer program that includes use of the repeat command. Children can create computer programs using prior knowledge. Children can run, test and debug their programs. Children can consider nesting when debugging their programs.
<ul style="list-style-type: none"> To design and create an interactive scene. 	<ul style="list-style-type: none"> Children can use the properties table to set the properties of objects. Children can plan their scene and code before they create their program. Children can confidently make several different things happen in a program.

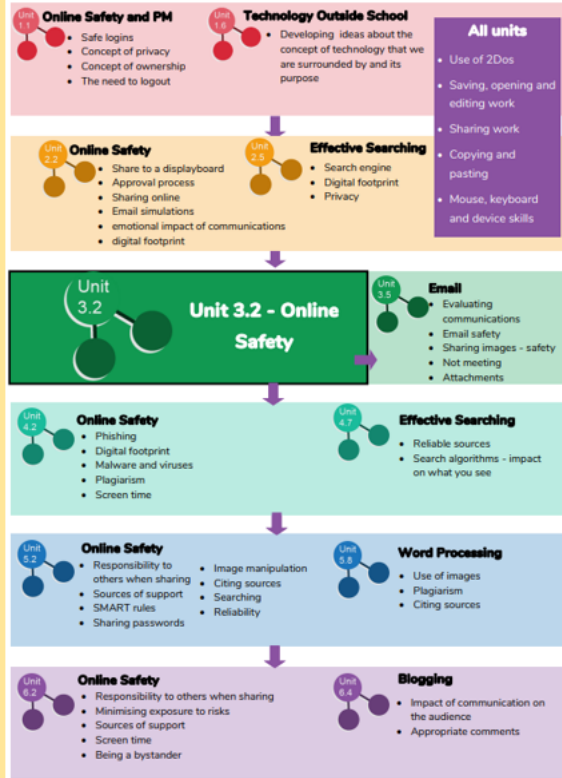
Unit 3.4 - Touch Typing: Prior and Future Learning Links



Year 3 – Touch Typing

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children understand the names of the fingers. Children understand what is meant by the home, bottom, and top rows. Children have developed the ability to touch type the home, bottom, and top rows.
<ul style="list-style-type: none"> To practice and improve typing for home, bottom, and top rows. 	<ul style="list-style-type: none"> Children can use two hands to type the letters on the keyboard.
<ul style="list-style-type: none"> To practice the keys typed with the left hand. 	<ul style="list-style-type: none"> Children can touch type using the left hand.
<ul style="list-style-type: none"> To practice the keys typed with the right hand. 	<ul style="list-style-type: none"> Children can touch type using the right hand.

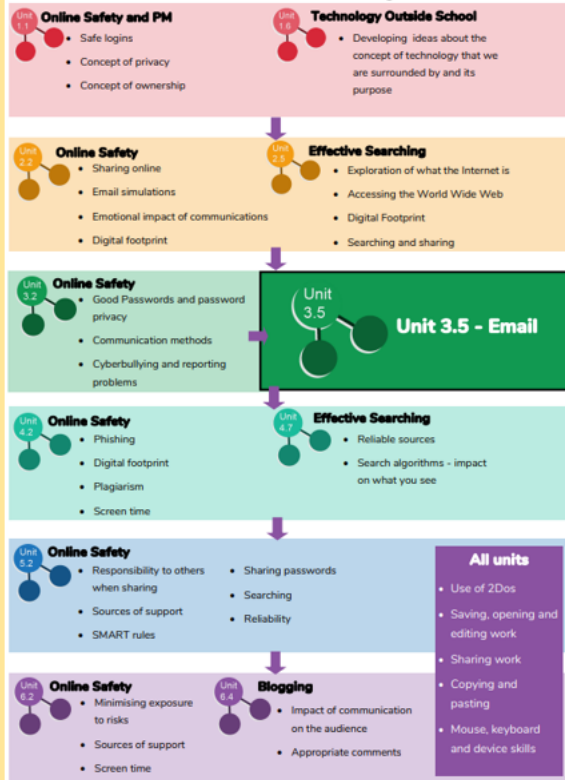
Unit 3.2 - Online Safety: Prior and Future Learning Links



Year 3 – Online Safety

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children understand what makes a good password for use on the Internet. Children are beginning to realise the outcomes of not keeping passwords safe. Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate. Children have contributed to a class blog with clear and appropriate messages. Extension: Children understand that passwords help to limit who can see personal / private / confidential information.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children understand that some information held on websites may not be accurate or true. Children are beginning to understand how to search the Internet and how to think critically about the results that are returned. Children have accessed and assessed a 'spoof' website. Children have created their own 'spoof' webpage mock-up. Children have shared their 'spoof' web page on a class display board. Extension: Children evaluate facts from a website and explain how they fact checked the information that was presented.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can identify some physical and emotional effects of playing/watching inappropriate content/games. Children relate cyberbullying to bullying in the real-world and have strategies for dealing with online bullying including screenshot and reporting.

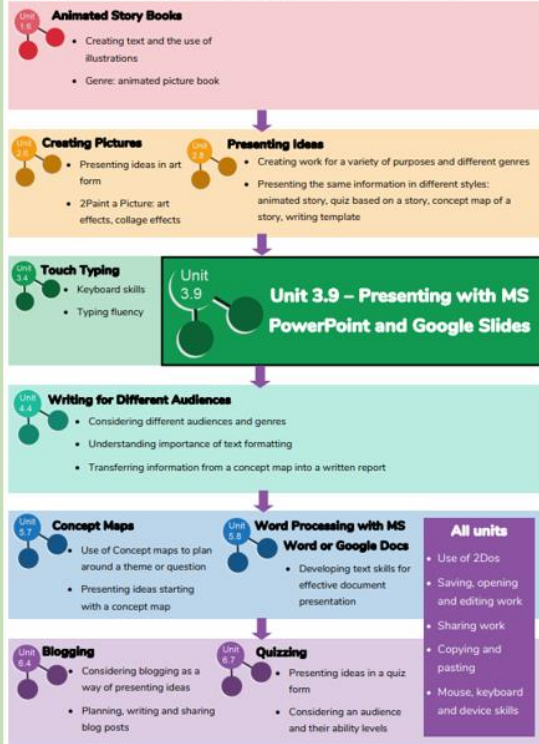
Unit 3.5 - Email: Prior and Future Learning Links



Year 3 – Email and Safety

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To think about the different methods of communication. 	<ul style="list-style-type: none"> Children can list a range of different ways to communicate. Children can use 2Connect to highlight the strengths and weaknesses of each method. Extension: Children can order the various types of communication that have been used through history.
<ul style="list-style-type: none"> To open and respond to an email. To write an email to someone from an address book. 	<ul style="list-style-type: none"> Children can open an email and respond to it. Children have sent emails to other children in the class. Extension: Children can use the search option in the address book to find a classmate when sending an email.
<ul style="list-style-type: none"> To learn how to use email safely. 	<ul style="list-style-type: none"> Children have written rules about how to stay safe using email. Children have contributed to classmates' rules. Extension: Children understand the importance of draft.
<ul style="list-style-type: none"> To learn how to use email safely. 	<ul style="list-style-type: none"> Children have created a quiz about email safety which explores scenarios that they could come across in the future. Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.
<ul style="list-style-type: none"> To add an attachment to an email. 	<ul style="list-style-type: none"> Children can attach work to an email. Children know what CC means and how to use it.
<ul style="list-style-type: none"> To explore a simulated email scenario. 	<ul style="list-style-type: none"> Children can read and respond to a series of email communications. Children can attach files appropriately and use email communication to explore ideas. Extension: Children know why the terms CC and BCC are used Children understand when to use CC or BCC

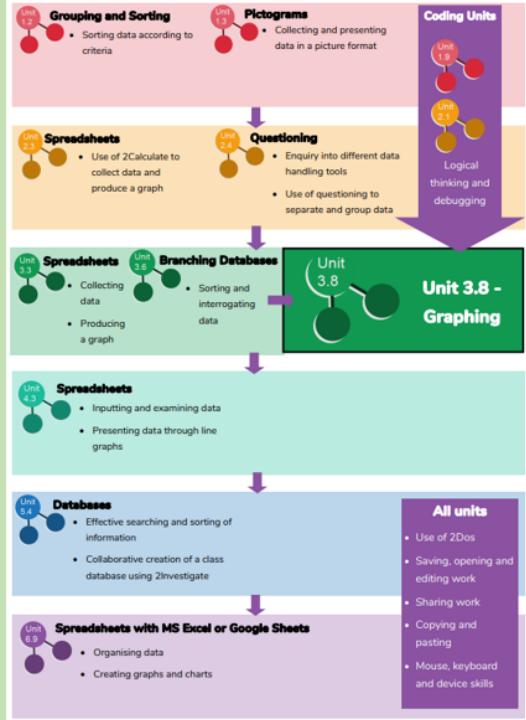
Unit 3.9 - Presenting: Prior and Future Learning Links



Year 3 – Presenting with PowerPoint

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To create a page in a presentation. 	<ul style="list-style-type: none"> Children know what Google Slides is. Children know how to open Google Slides. Children can add text and format it.
<ul style="list-style-type: none"> To add media to a presentation 	<ul style="list-style-type: none"> Children can change the design of the slides. Children can insert a new slide. Children can insert pictures. Children can edit pictures. Children can insert video (extension).
<ul style="list-style-type: none"> To add shapes and lines to a presentation. 	<ul style="list-style-type: none"> Children can add shapes to a presentation. Children can add lines into a presentation.
<ul style="list-style-type: none"> To add animations into a presentation. 	<ul style="list-style-type: none"> Children can use animations in a presentation. Children can use transitions in a presentation.
<ul style="list-style-type: none"> To use the skills learnt in previous weeks to design and present an effective presentation. 	<ul style="list-style-type: none"> Children can add text to a presentation. Children can add objects including text and pictures to their presentation. Children can add animation and transitions to their presentation. Children can present their work on Slides.

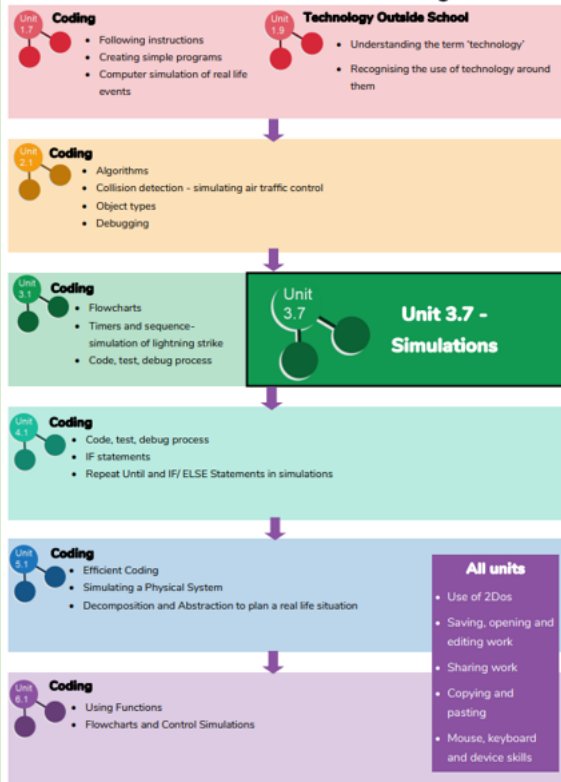
Unit 3.8 - Graphing: Prior and Future Learning Links



Year 3 – Graphing and Data

Aims (objectives)	Success Criteria
<ul style="list-style-type: none"> Produce and share graphs, making decisions about presentation. 	<ul style="list-style-type: none"> Children can set up a graph with a given number of fields. Children can enter data for a graph. Children can produce and share graphs made on a computer. Extension: children can select the most appropriate style of graph for their data and explain their choices.
<ul style="list-style-type: none"> Use '2Graph' to solve a mathematical investigation. 	<ul style="list-style-type: none"> Children can solve a maths investigation. Children can present the results in a range of graphical formats. Children can use the sorting option to make analysis of their data easier. Extension: children can select the most appropriate style of graph for their data and explain their choices.

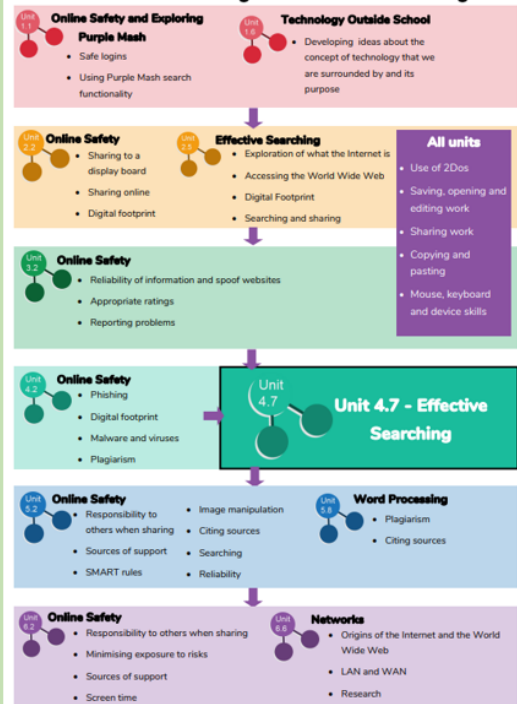
Unit 3.7 - Simulations: Prior and Future Learning Links



Year 3 – Simulations

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To find out what a simulation is and understand the purpose of simulations. 	<ul style="list-style-type: none"> Children know that a computer simulation can represent real and imaginary situations. Children can give some examples of simulations used for fun and for work. Children can give suggestions of advantages and problems of simulations.
<ul style="list-style-type: none"> To explore a simulation, making choices and discussing their effects. 	<ul style="list-style-type: none"> Children can explore a simulation. Children can use a simulation to try out different options and to test predictions. Children can begin to evaluate simulations by comparing them with real situations and considering their usefulness. Children can analyse choices made using a branching database.
<ul style="list-style-type: none"> To work through and evaluate a more complex simulation. 	<ul style="list-style-type: none"> Children can recognise patterns within simulations and make and test predictions. Children can identify the relationships and rules on which the simulations are based. Children can evaluate a simulation to determine its usefulness for purpose. Children can create their own simple simulation (extension).

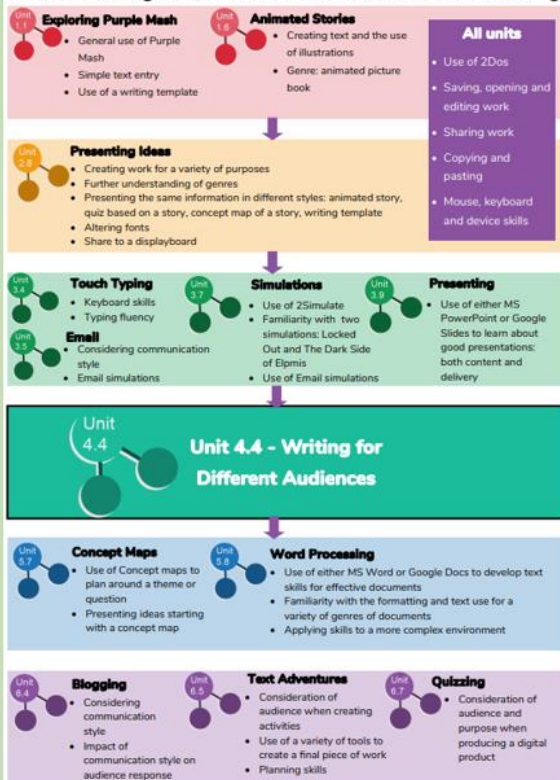
Unit 4.7 - Effective Searching: Prior and Future Learning Links



Year 4 – Effective Searching

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To locate information on the search results page. 	<ul style="list-style-type: none"> Children can structure search queries to locate specific information.
<ul style="list-style-type: none"> To use search effectively to find out information. 	<ul style="list-style-type: none"> Children have used search to answer a series of questions. Children have written search questions for a friend to solve.
<ul style="list-style-type: none"> To assess whether an information source is true and reliable. 	<ul style="list-style-type: none"> Children can analyse the contents of a web page for clues about the credibility of the information.

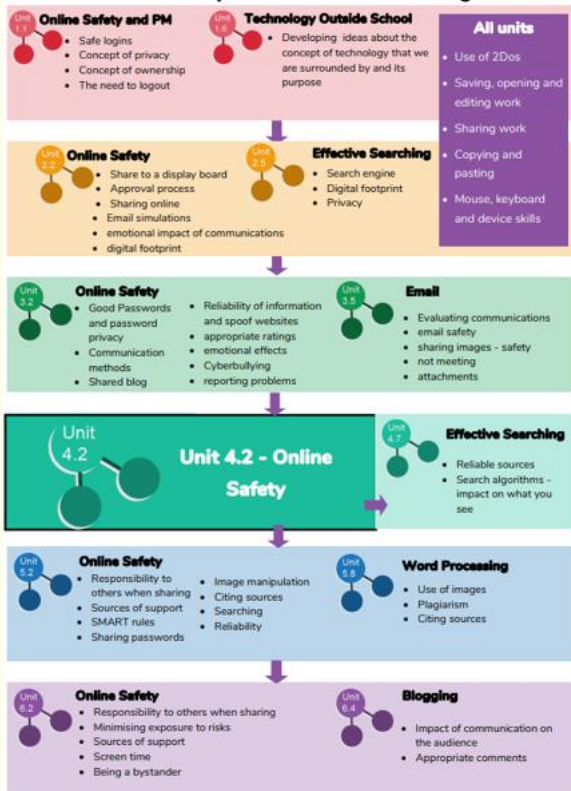
Unit 4.4 - Writing for Different Audiences: Prior and Future Learning



Year 4 – Writing for Different Audiences

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To explore how font size and style can affect the impact of a text. 	<ul style="list-style-type: none"> Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text. Children can use text formatting to make a piece of writing fit for its audience and purpose.
<ul style="list-style-type: none"> To use a simulated scenario to produce a news report. 	<ul style="list-style-type: none"> Children can role-play the job of a journalist in a newsroom. Children can interpret a variety of incoming communications and use these to build up the details of a story. Children can use the incoming information to write their own newspaper report.
<ul style="list-style-type: none"> To use a simulated scenario to write for a community campaign. 	<ul style="list-style-type: none"> Children can use 2Connect to mind-map ideas for a community campaign. Children can use these ideas to write a persuasive letter or poster as part of the campaign. Children can assess their texts using criteria to judge their suitability for the intended audience.

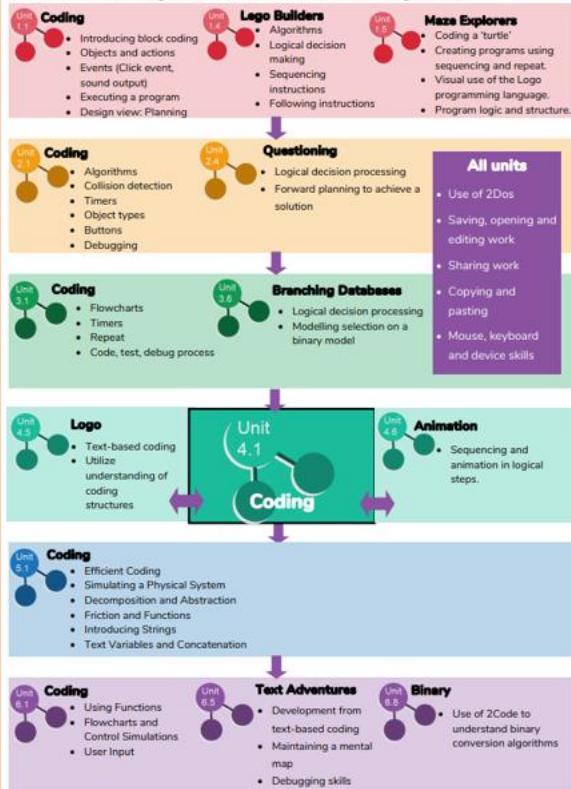
Unit 4.2 - Online Safety: Prior and Future Learning Links



Year 4 – Online Safety

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children know that security symbols such as a padlock protect their identity online. Children know the meaning of the term 'phishing' and are aware of the existence of scam websites. Children can explain what a digital footprint is and how it relates to identity theft. Children can give examples of things that they would not want to be in their digital footprint.
<ul style="list-style-type: none"> To identify the risks and benefits of installing software including apps. 	<ul style="list-style-type: none"> Children can identify possible risks of installing free and paid for software. Children know that malware is software that is specifically designed to disrupt, damage, or gain access to a computer. Children know what a computer virus is.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can determine whether activities that they undertake online, infringe another's copyright. They know the difference between researching and using information and copying it Children know about citing sources that they have used.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time.

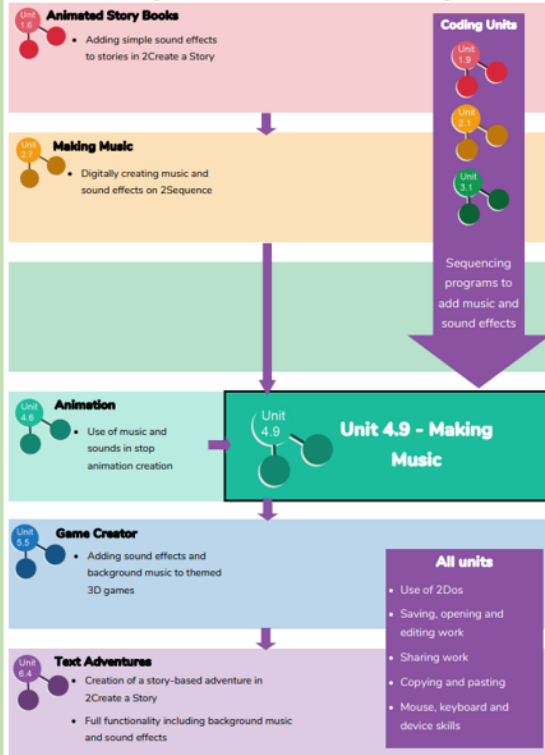
Unit 4.1 - Coding: Prior and Future Learning Links



Year 4 – Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To review coding vocabulary and knowledge. To create a simple computer program. 	<ul style="list-style-type: none"> Children can explore different object types in 2Code. Children can use a background and objects to create a scene. Children can plan an algorithm for their scene and use 2Code to program it.
<ul style="list-style-type: none"> To begin to understand selection in computer programming. To understand how an IF statement works. 	<ul style="list-style-type: none"> Children can create a program that includes an IF statement. Children can interpret a flowchart that depicts an IF statement.
<ul style="list-style-type: none"> To understand how to use co-ordinates in computer programming. To understand how an IF statement works. 	<ul style="list-style-type: none"> Children can make use of the X and Y properties of objects in their coding. Children can create a program that includes an IF statement.
<ul style="list-style-type: none"> To understand the Repeat until command. To begin to understand selection in computer programming. To understand how an IF/ELSE statement works. 	<ul style="list-style-type: none"> Children can read code that includes repeat until and IF/ ELSE and explain how it works. Children can create a program that includes an IF/ ELSE statement. Children can interpret a flowchart that depicts an IF/ ELSE statement.
<ul style="list-style-type: none"> To understand what a variable is in programming. To use a number variable. 	<ul style="list-style-type: none"> Children can explain what a variable is in programming. Children can create and use variables when programming.
<ul style="list-style-type: none"> To review vocabulary and concepts learnt in Year 4 Coding. To create a playable game. 	<ul style="list-style-type: none"> Children can read code that includes repeat until and IF/ ELSE and explain how it works. Children can create a program that includes and IF/ ELSE statement. Children can interpret a flowchart that depicts an IF/ ELSE statement.

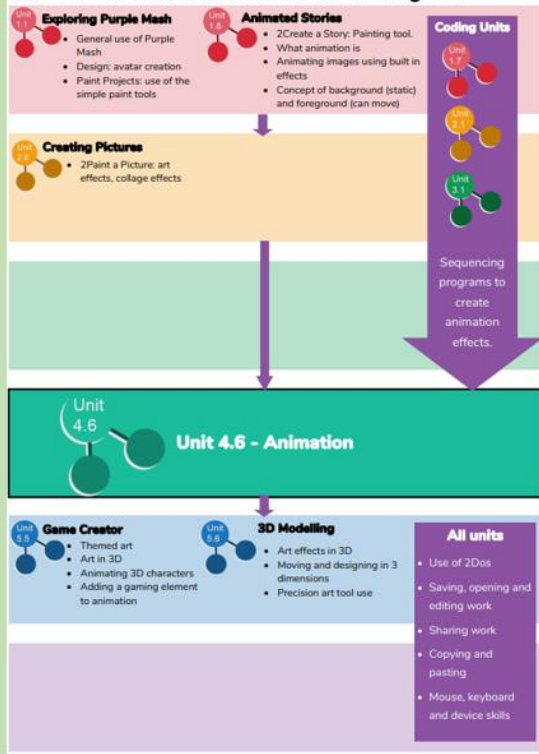
Unit 4.9 - Making Music: Prior and Future Learning Links



Year 4 – Making Music

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture 	<ul style="list-style-type: none"> Children can use appropriate musical language to discuss a piece of music. Children can identify sounds in a piece of music. Children can explain how a piece of music makes them feel.
<ul style="list-style-type: none"> To understand and experiment with rhythm and tempo. 	<ul style="list-style-type: none"> Children can identify and recall a simple rhythm. Children can explain what tempo is, and how changing it can change the mood of a piece of music. Children can create their own simple rhythm using Busy Beats.
<ul style="list-style-type: none"> To create a melodic phrase. 	<ul style="list-style-type: none"> Children can show an understanding of melody. Children can create a simple melodic pattern using 2Sequence and Busy Beats. Children can use a variety of notes, experimenting with pitch.
<ul style="list-style-type: none"> To compose a piece of electronic music. 	<ul style="list-style-type: none"> Children can explore and understand how music is created. Children can experiment with pitch, rhythm, and melody to create a piece of house music on Busy Beats.

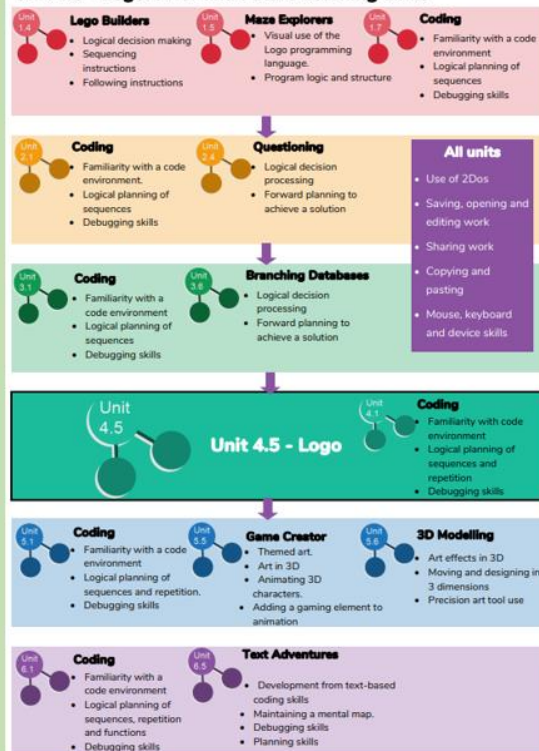
Unit 4.6 - Animation: Prior and Future Learning Links



Year 4 – Animation

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children have put together a simple animation using paper to create a flick book. Children understand animation frames. Children have made a simple animation using 2Animate.
<ul style="list-style-type: none"> To learn about onion skinning in animation. To add backgrounds and sounds to animations. 	<ul style="list-style-type: none"> Children know what the Onion Skin tool does in animation. Children can use the Onion Skin tool to create an animated image. Children can use backgrounds and sounds to make more complex and imaginative animations.
<ul style="list-style-type: none"> Introducing 'stop motion' animation. To share animation the class blog. 	<ul style="list-style-type: none"> Children know what 'stop motion' animation is and how it is created. Children have used ideas from existing 'stop motion' films to recreate their own animation. Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.

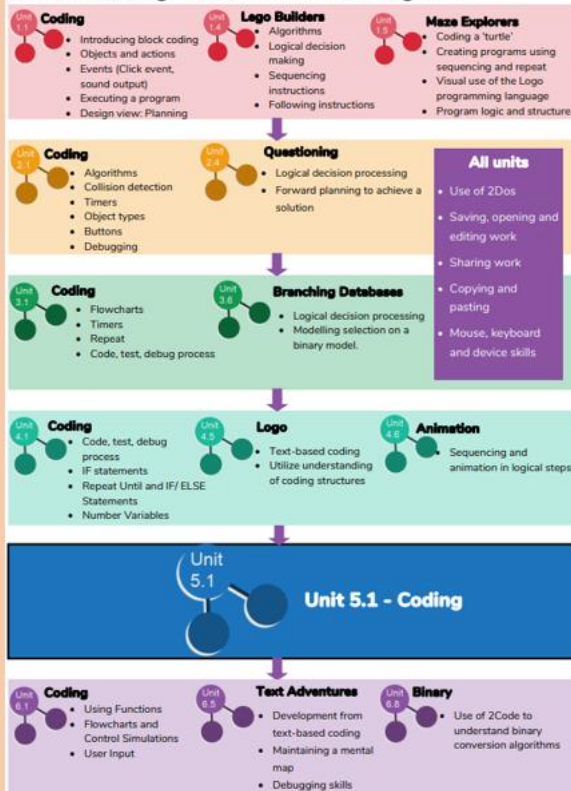
Unit 4.5 - Logo: Prior and Future Learning Links



Year 4 – Logo

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To learn the structure of the language of 2Logo. To input simple instructions in 2Logo 	<ul style="list-style-type: none"> Children know what the common instructions are in 2Logo and how to type them. Children can follow simple 2Logo instructions to create shapes on paper. Children can follow simple instructions to create shapes in 2Logo.
<ul style="list-style-type: none"> To use 2Logo to create letter shapes. 	<ul style="list-style-type: none"> Children can create 2Logo instructions to draw patterns of increasing complexity. Children understand the pu and pd commands. Children can write 2Logo instructions for a word of four letters.
<ul style="list-style-type: none"> To use the Repeat command in 2Logo to create shapes. 	<ul style="list-style-type: none"> Children can follow 2Logo code to predict the outcome. Children can create shapes using the Repeat command. Children can find the most efficient way to draw shapes.
<ul style="list-style-type: none"> To use and build procedures in 2Logo. 	<ul style="list-style-type: none"> Children can use the Procedure feature. Children can create 'flowers' or 'crystals' using 2Logo.

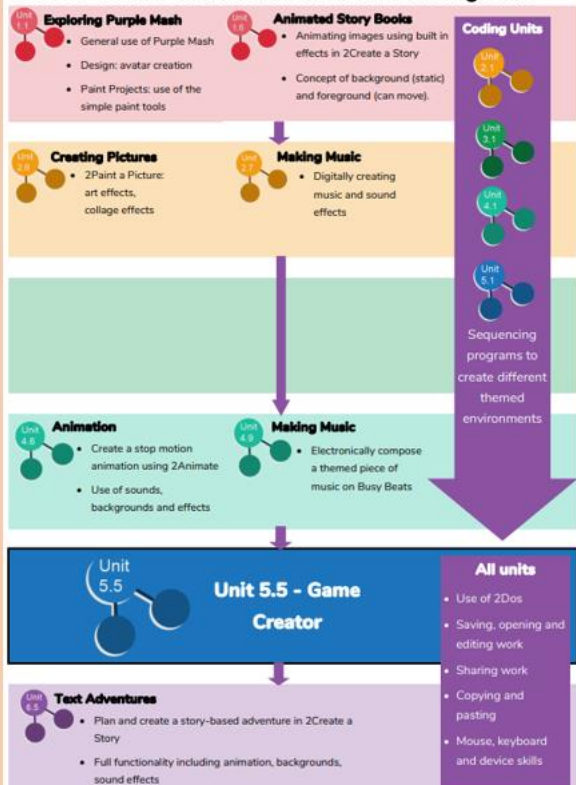
Unit 5.1 - Coding: Prior and Future Learning Links



Year 5 - Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To review existing coding knowledge. To begin to be able to simplify code. To create a playable game. 	<ul style="list-style-type: none"> Children can use simplified code to make their programming more efficient. Children can use variables in their code. Children can create a simple playable game.
<ul style="list-style-type: none"> To understand what a simulation is. To program a simulation using 2Code. 	<ul style="list-style-type: none"> Children can plan an algorithm modelling the sequence of traffic lights. Children can select the right images to reflect the simulation they are making. Children can use their plan to program the simulation to work in 2Code.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can make good attempts to break down their task into smaller achievable steps. Children recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task.
<ul style="list-style-type: none"> To understand how to use friction in code. To begin to understand what a function is and how functions work in code. 	<ul style="list-style-type: none"> Children can create a program which represents a physical system. Children can create and use functions in their code to make their programming more efficient.
<ul style="list-style-type: none"> To understand what the different variable types are and how they are used differently. To understand how to create a string. 	<ul style="list-style-type: none"> Children can create and use strings in programming. Children can set/change variable values appropriately. Children know some ways that text variables can be used in coding.

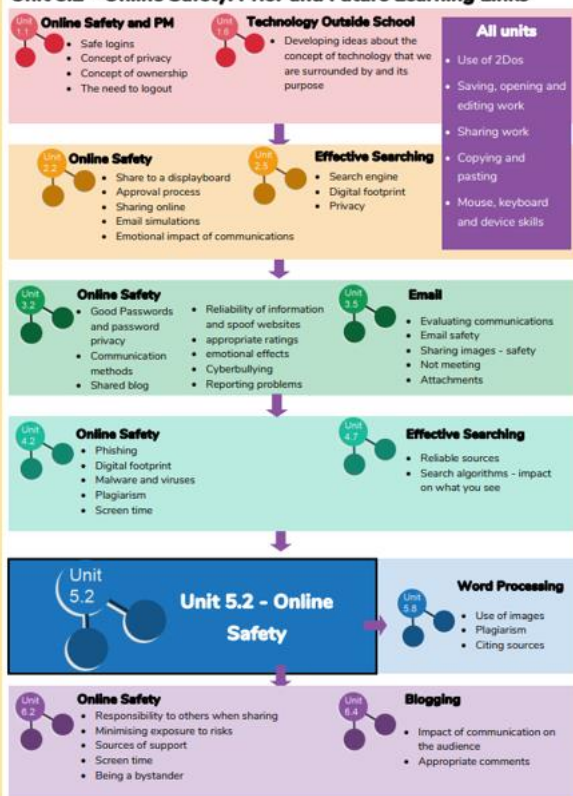
Unit 5.5 - Game Creator: Prior and Future Learning Links



Year 5 - Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To introduce the 2DIY 3D tool. To begin planning a game. 	<ul style="list-style-type: none"> Children can review and analyse a computer game. Children can describe some of the elements that make a successful game. Children can begin the process of designing their own game.
<ul style="list-style-type: none"> To design the game environment. 	<ul style="list-style-type: none"> Children can design the setting for their game so that it fits with the selected theme. Children can upload images or use the drawing tools to create the walls, floor, and roof.
<ul style="list-style-type: none"> To design the game quest to make it a playable game. 	<ul style="list-style-type: none"> Children can design characters for their game. Children can decide upon, and change, the animations and sounds that the characters make.
<ul style="list-style-type: none"> To finish and share the game. 	<ul style="list-style-type: none"> Children can make their game more unique by selecting the appropriate options to maximise the playability. Children can write informative instructions for their game so that other people can play it.
<ul style="list-style-type: none"> To self- and peer-evaluate. 	<ul style="list-style-type: none"> Children can evaluate my their own and peers' games to help improve their design for the future.

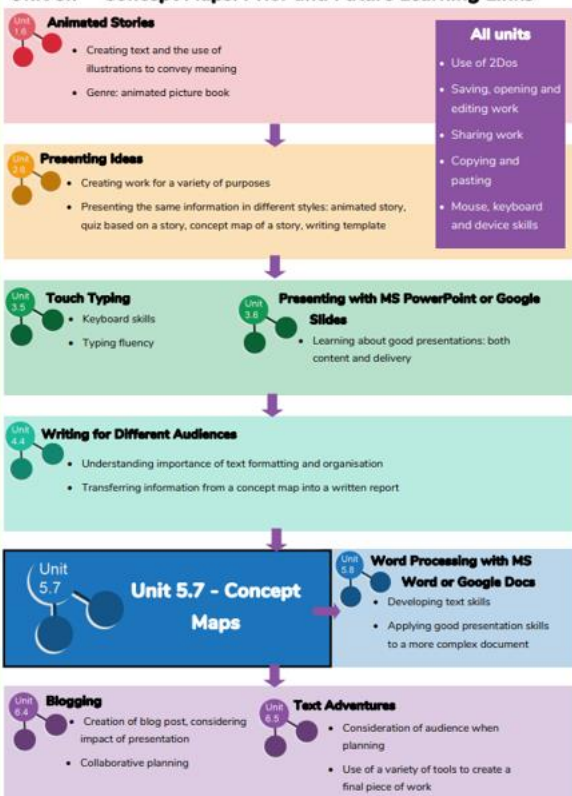
Unit 5.2 - Online Safety: Prior and Future Learning Links



Year 5 – Online Safety

Title	Aims (Objectives)	Success Criteria
Responsibilities and Support when Online	<ul style="list-style-type: none"> 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's responsibility to one another in their online behaviour. 	<ul style="list-style-type: none"> Children critically about the information that they share online both about themselves and others. Children know who to tell if they are upset by something that happens online. Children can use the SMART rules as a source of guidance when online.
Protecting Privacy	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children think critically about what they share online, even when asked by a usually reliable person to share something. Children have clear ideas about good passwords. Children can see how they can use images and digital technology to create effects not possible without technology. Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.
Citing Sources	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can cite all sources when researching and explain the importance of this. Children select keywords and search techniques to find relevant information and increase reliability.
Reliability	<ul style="list-style-type: none"> Ensuring reliability through using different methods of communication. 	<ul style="list-style-type: none"> Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.

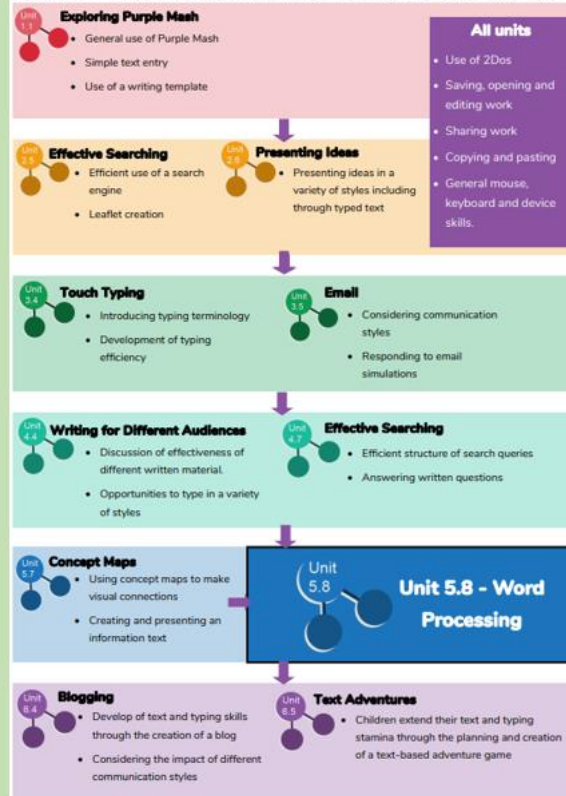
Unit 5.7 - Concept Maps: Prior and Future Learning Links



Year 5 – Concept Maps

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To understand the need for visual representation when generating and discussing complex ideas. To understand the uses of a 'concept map'. 	<ul style="list-style-type: none"> Children can make connections between thoughts and ideas. Children can see the importance of recording concept maps visually.
<ul style="list-style-type: none"> To understand and use the correct vocabulary when creating a concept map. To create a concept map. 	<ul style="list-style-type: none"> Children understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections.' Children can create a basic concept map.
<ul style="list-style-type: none"> To understand how a concept map can be used to retell stories and information. 	<ul style="list-style-type: none"> Children have used 2Connect Story Mode to create an informative text.
<ul style="list-style-type: none"> To create a collaborative concept map and present this to an audience. 	<ul style="list-style-type: none"> Children have used 2Connect collaboratively to create a concept map. Children have used Presentation Mode to present their concept maps to an audience.

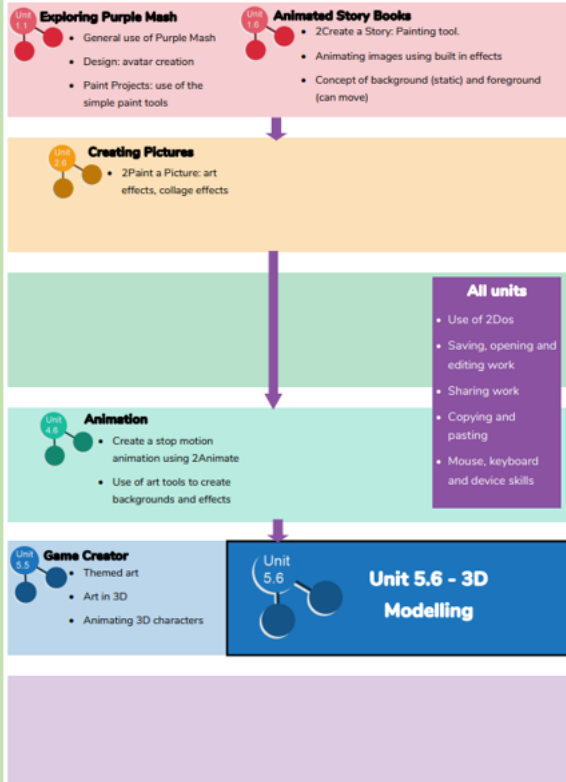
Unit 5.8 - Word Processing: Prior and Future Learning Links



Year 5 – Word Processing

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To know what a word processing tool is for. 	<ul style="list-style-type: none"> Children know what a word processing tool is for. Children will be able to create a word processing document altering the look of the text and navigating around the document.
<ul style="list-style-type: none"> To add and edit images to a word document. 	<ul style="list-style-type: none"> Children know how to add images to a word document. Children can edit images to reduce their file size. Children know the correct way to search for images that they are permitted to reuse. Children know how to attribute the original artist of an image.
<ul style="list-style-type: none"> To know how to use word wrap with images and text. 	<ul style="list-style-type: none"> Children can edit their images within Word to best present them alongside text. Children understand wrapping of images and text.
<ul style="list-style-type: none"> To change the look of text within a document. 	<ul style="list-style-type: none"> Children can add appropriate text to their document, formatting in a suitable way. Children can use a style set in Word. Children can use bullet points and numbering.
<ul style="list-style-type: none"> To add features to a document to enhance its look and usability. 	<ul style="list-style-type: none"> Children can add text boxes and shapes. Children can consider paragraph formatting such as line spacing, drop capitals. Children can add hyperlinks to an external website. Children can add an automated contents page.
<ul style="list-style-type: none"> To use tables within MS Word to present information. 	<ul style="list-style-type: none"> Children can add tables to present information. Children can edit properties of tables including borders, colours, merging cells, adding and removing rows and columns. Children can add word art for a heading.

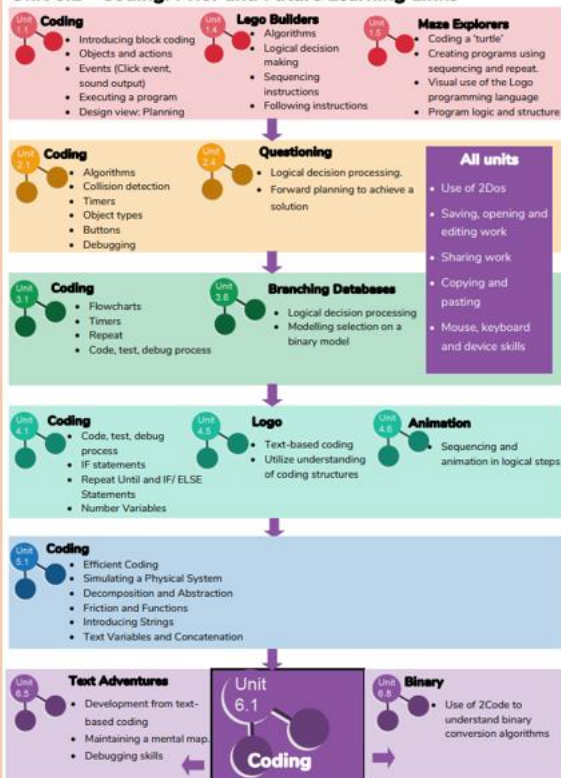
Unit 5.6 - 3D Modelling: Prior and Future Learning Links



Year 5 – 3D Modelling

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To be introduced to the 2Design and Make tool. 	<ul style="list-style-type: none"> Children know what the 2Design and Make tool is for. Children can explore the different viewpoints in 2Design and Make whilst designing a building.
<ul style="list-style-type: none"> To explore the effect of moving points when designing. 	<ul style="list-style-type: none"> Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.
<ul style="list-style-type: none"> To design a 3D model to fit certain criteria. 	<ul style="list-style-type: none"> Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.
<ul style="list-style-type: none"> To refine and print a model. 	<ul style="list-style-type: none"> Children can refine one of their designs to prepare it for printing. Children can print their design as a 2D net and then created a 3D model. Children can explore the possibilities of 3D printing.

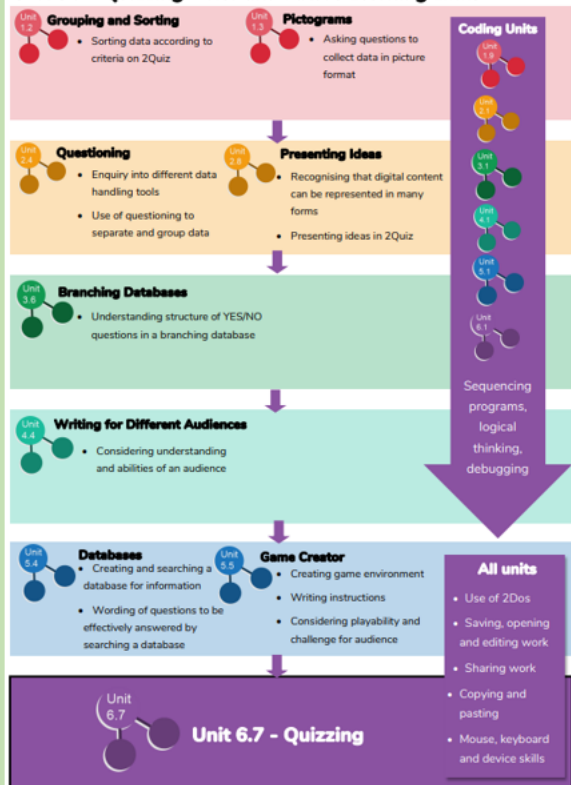
Unit 6.1 - Coding: Prior and Future Learning Links



Year 6 - Coding

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can plan a program which includes a timer and a score. Children can follow their plans to create a program. Children can debug when things do not run as expected.
<ul style="list-style-type: none"> To use functions and understand why they are useful. To understand how functions are created and called. 	<ul style="list-style-type: none"> Children can create a program that makes use of functions. Children can create a program that uses multiple functions with the code arranged in tabs. Children can explain how their code executes when their program is run.
<ul style="list-style-type: none"> To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. 	<ul style="list-style-type: none"> Children can follow flowcharts to create and debug code. Children can create flowcharts for procedures. Children can be creative with the way they code to generate novel visual effects.
<ul style="list-style-type: none"> To understand the different options of generating user input in 2Code. To understand how user input can be used in a program. 	<ul style="list-style-type: none"> Children can code programs that take text input from the user and use this in the program. Children can attribute variables to user input. Children are aware of the need to code for all possibilities when using user input.
<ul style="list-style-type: none"> To understand how 2Code can be used to make a text-based adventure game. 	<ul style="list-style-type: none"> Children can follow through the code of how a text adventure can be programmed in 2Code. Children can design their own text-based adventure game based on one they have played. Children can adapt an existing text adventure so it reflects their own ideas.

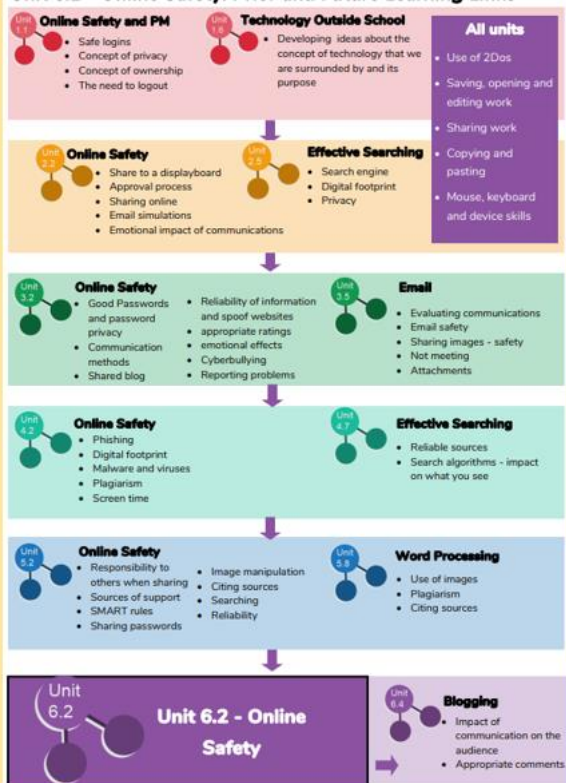
Unit 6.7 - Quizzing: Prior and Future Learning Links



Year 6 - Quizzing Data

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To create a picture-based quiz for young children. 	<ul style="list-style-type: none"> Children have used the 2DIY activities to create a picture-based quiz. Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz and responded to feedback.
<ul style="list-style-type: none"> To learn how to use the question types within 2Quiz. 	<ul style="list-style-type: none"> Children understand the different question types within 2Quiz. Children have ideas about what sort of questions are best suited to the different question types. Children have used 2Quiz to make and share a science quiz (or another subject). Children have considered the audience's ability level and interests when setting the quiz. Children have shared their quiz with peers. Children have given and responded to feedback.
<ul style="list-style-type: none"> To explore the grammar quizzes. 	<ul style="list-style-type: none"> Children have tried out the different types of grammar games. Children have chosen an appropriate tool to make their own grammar game(s).
<ul style="list-style-type: none"> To make a quiz that requires the player to search a database. 	<ul style="list-style-type: none"> Children have used a 2Investigate quiz to answer quiz questions. Children have designed their own quiz based on one of the 2Investigate example databases.

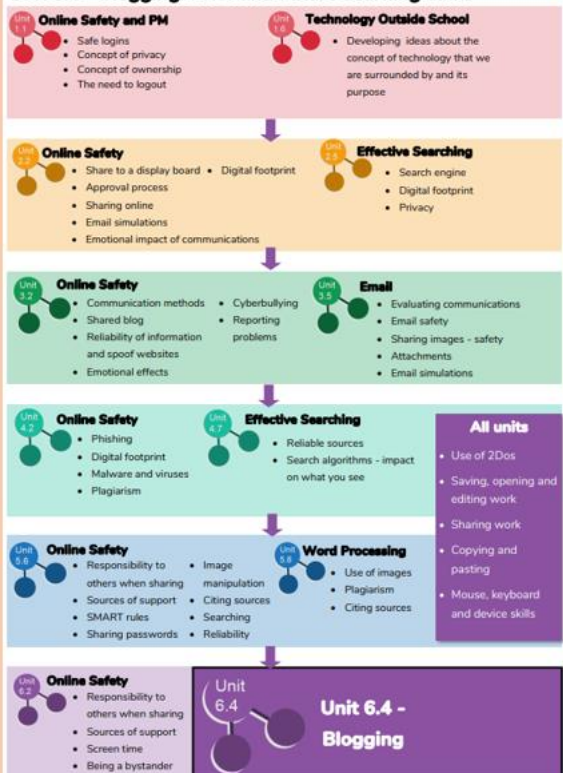
Unit 6.2 - Online Safety: Prior and Future Learning Links



Year 6 – Online safety

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children have used the example game and further research to refresh their memories about risks online including sharing location, secure websites, spoof websites, phishing, and other email scams. Children have used the example game and further research to refresh their memories about the steps they can take to protect themselves including protecting their digital footprint, where to go for help, smart rules and security software.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children understand how what they share impacts upon themselves and upon others in the long-term. Children know about the consequences of promoting inappropriate content online and how to put a stop to such behaviour when they experience it or witness it as a bystander. Extension: Children' actions demonstrate that they also feel a responsibility to others when communicating and sharing content online.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities. Children can give reasons for limiting screen time. Children can talk about the positives and negative aspects of technology and balance these opposing views.

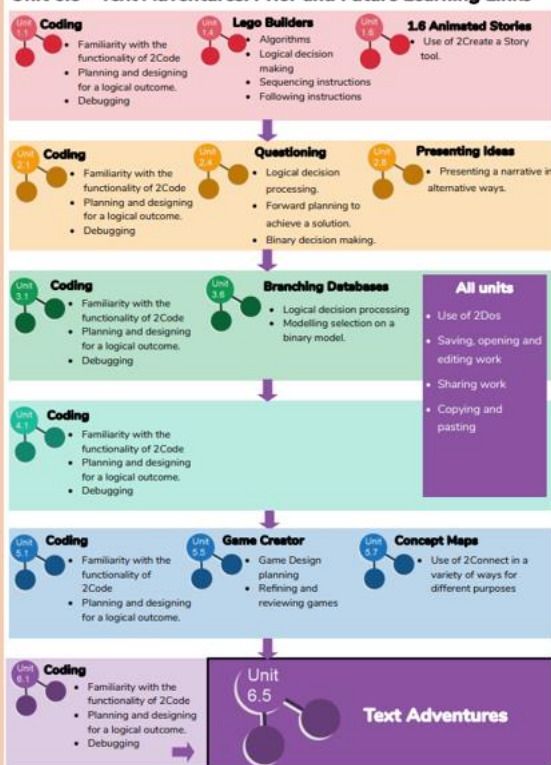
Unit 6.4 - Blogging: Prior and Future Learning Links



Year 6 – Blogging

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To identify the purpose of writing a blog. To identify the features of successful blog writing. 	<ul style="list-style-type: none"> Children understand how a blog can be used as an informative text. Children understand the key features of a blog.
<ul style="list-style-type: none"> To plan the theme and content for a blog. 	<ul style="list-style-type: none"> Children can work collaboratively to plan a blog.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can create a blog or blog post with a specific purpose. Children understand that the way in which information is presented has an impact upon the audience.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can post comments and blog posts to an existing class blog. Children understand the approval process that their posts go through and demonstrate an awareness of the issues surrounding inappropriate posts and cyberbullying. Children can assess the effectiveness and impact of a blog. Children understand that content included in their blog carefully considers the end user.

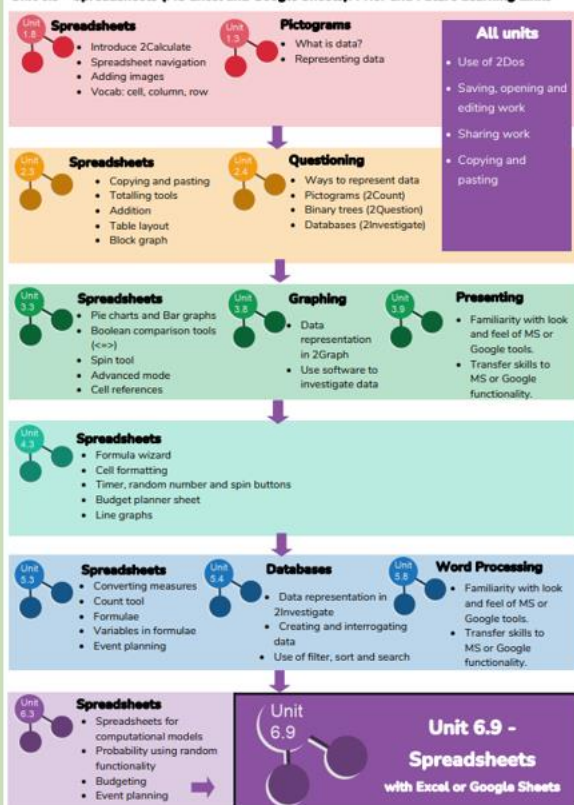
Unit 6.5 - Text Adventures: Prior and Future Learning Links



Year 6 – Text Adventures

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Children can describe what a text adventure is. Children can map out a story-based text adventure. Children can use 2Connect to record their ideas. Extension: Children can turn a simple story with 2 or 3 levels of decision making into a logical design
<ul style="list-style-type: none"> To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. 	<ul style="list-style-type: none"> Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan. Children can split their adventure-game design into appropriate sections to facilitate creating it.
<ul style="list-style-type: none"> To introduce an alternative model for a text adventure which has a less sequential narrative. 	<ul style="list-style-type: none"> Children can map out an existing text adventure. Children can contrast a map-based game with a sequential story-based game. Extension: Children can make a comprehensive design map with a sequence of rooms including rooms in which the player needs to make a choice and collect items in a certain order to complete the game.
<ul style="list-style-type: none"> To use written plans to code a map-based adventure in 2Code. 	<ul style="list-style-type: none"> Children can create their own text-based adventure based upon a map. Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game. Children make logical attempts to debug their code when it does not work correctly.

Unit 6.9 - Spreadsheets (MS Excel and Google Sheets): Prior and Future Learning Links



Year 6 – Using Spreadsheets

Aims (Objectives)	Success Criteria
<ul style="list-style-type: none"> To know what a spreadsheet looks like. To navigate and enter data into cells. 	<ul style="list-style-type: none"> Children know some uses of a spreadsheet tool. Children can navigate around a spreadsheet using cell references. Children can enter data into cells. Children understand new vocabulary relating to spreadsheets: cells, columns, rows, cell names, sheets, workbook.
<ul style="list-style-type: none"> To introduce some basic data formulae in Excel. To demonstrate how the use of Excel can save time and effort when performing calculations. 	<ul style="list-style-type: none"> Children can use a spreadsheet to carry out basic calculations including addition, subtraction, multiplication and division formulae. Children can use the series fill function. Children recognise how using formulae allows the data to change and the calculations to update automatically.
<ul style="list-style-type: none"> To use a spreadsheet to model a situation. 	<ul style="list-style-type: none"> Children can use a spreadsheet to model a situation. Children can use a spreadsheet to solve a problem. Children can use the SUM function
<ul style="list-style-type: none"> To demonstrate how Excel can make complex data clear by manipulating the way it is presented. 	<ul style="list-style-type: none"> Children can use a variety of methods including flash fill, convert text to tables and splitting cells for organising and presenting their data in a spreadsheet. Children know what is meant by a delimiter. Children understand how to sort data.
<ul style="list-style-type: none"> To use formulae for percentages, averages, max and min in spreadsheets. 	<ul style="list-style-type: none"> Children know how to incorporate formulae for percentages, averages, max and min into their spreadsheets. Children gain familiarity with range notation. Children know some shortcuts that help to make data meaningful. Children begin to develop a critical eye when it comes to the conclusions that can be made from data.
<ul style="list-style-type: none"> To create a variety of graphs in Excel. 	<ul style="list-style-type: none"> Children know that there are ways to represent their data graphically and that spreadsheets can make the process of representing data easier.