Computing

LAND AHOY!	
To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (NC) To know how to create and debug simple programs (NC) To know how to use logical reasoning to predict the behaviour of simple programs (NC)	
COMPOSITES	**COMPONENTS**
To understand how to sequence within algorithms and programs	To know that sequence means the order in which events happen To know that the execution of an algorithm / program is dependent on the correct sequencing within it (if the sequence is incorrect then the product of the algorithm / program will be incorrect) To know how to use sequential algorithms to move a sprite through a maze
To understand and use repetition or loops within block-based programming	To know that repeat means that something happens or is done again To know that when something occurs again in an algorithm / program it is called a repeat / loop To know that loops can be used to make code neater and clearer To know how to create repetition / loops within a program To know how to use (execute) repetition / loops within a program
To begin to understand how to use events when programming	To know that an event is an action that causes something to happen e.g. when you click on a mouse and a page loads To know that events can be used to make things happen in programming To know different types of events that can be used in programs e.g. 'when run', 'when clicked', 'when collide', 'when (arrow) pressed' etc.

Computing

GOING WILD	
To understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC) **To know how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (NC)**	
COMPOSITES	**COMPONENTS**
To know how to use a presentation program to create a simple presentation	To know that a presentation is a way of showing someone information To know what an on-screen presentation looks like To know that a slide is one page of a presentation To know how to navigate the internet or a given website to read and extract relevant information to use in a presentation To know to add text to presentation software To know how to locate and save an image To know how to import an image to presentation software To know how to play a slideshow in presentation software
To know how to create a branching database to sort data	To know that a question is a type of sentence we ask or write to gain information from someone To know how to form and ask a question To know that classify means to sort things into groups, based on their features To know that a branching database can be used to classify To know that branching databases use 'yes' or 'no' questions to organise a collection of data To know how to use the tools and features of a branching database software, such as adding fields, inputting text, adding images etc.

Computing

ZERO TO HERO	
To understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC) **To know and recognise common uses of information technology beyond school (NC)** **To know how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (NC)**	
COMPOSITES	**COMPONENTS**
To know how to use the internet to research and find information	To know that research is the process of finding facts / information in an organised manner To know that research can be completed using the internet To know what a search engine is To know how to navigate to, and use, a search engine or given websites and find information To know how to pick out key information from a text
To know how to use word processing and editing skills to create an information document	To know how to use a keyboard to type text To know that certain buttons on the keyboard have different functions and how to use them (i.e. shift, caps lock, space, enter) To know that formatted text is text that is displayed in a specific style To know how to change the format of text in word processing software / app (i.e. font, size, colour) To know how to import images into word processing software To understand the spell check function and that a red line usually shows there is an error

Computing

INTER-NATION MEDIA STATION	
To understand how to use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC) To know and recognise common uses of information technology beyond school (NC)	
COMPOSITES	**COMPONENTS**
To learn about colour pops and know how to employ basic photo editing techniques	To know that a black and white photo is known as monochrome To know that black and white images with isolated coloured areas or features are called colour pops or colour splashes To know how to change a photo to monochrome To know that we can use photo editing tools to add colour to a photograph To know how to use photo editing tools to add colour to a monochrome photograph
To know how to create a podcast or radio-style broadcast	To know that radio waves are, like waves on a pond, a series of repeating peaks and valleys To know that radio broadcast uses radio waves to send sound to an audience To know that a podcast is an audio file that can be streamed or downloaded by an audience to listen to To know that podcasts and radio broadcasts can cover a range of topics / themes To know that a script is the written text of a play, film, or broadcast To know that a jingle is a short slogan, verse, or tune designed to be easily remembered To know how to write a script for a radio / podcast episode (including a jingle) To know how to record sound To know how to save sound recordings To know how to manipulate and edit sound recordings (if appropriate to your setting) in recording software, such as Audacity or GarageBand

Computing

SAFE ZONE - YEAR 2 LESSON 1

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

SELF-IMAGE AND IDENTITY
I can explain how other people may look and act differently online and offline.
If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.

COMPOSITES	COMPONENTS
I can explain how other people may look and act differently online and offline.	To know that identity is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you To know that other people's identities online can be different to their identities in real-life To know the ways in which people might make themselves look different online e.g. avatars, fake pictures etc. To know that honesty is when you speak the truth and act truthfully To know that it is important to be honest both online and offline To know that someone might want to change their identity online for many reasons – some good, some bad e.g. safety / discretion, scamming etc. To know that it is difficult to know someone's true identity when communicating with them online
If something happens that makes me feel sad, worried, uncomfortable or frightened. **I can give examples of when and how to speak to an adult I can trust and how they can help .**	To know different examples of things that might make you feel sad, worried, uncomfortable, or frightened online e.g. unkind / inappropriate comments, age-inappropriate content To know that you can ask for help To know how to ask for help To know whom to speak to when you need help / support e.g. trusted adults

SAFE ZONE - YEAR 2 LESSON 2

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

ONLINE RELATIONSHIPS
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).
I can explain who I should ask before sharing things about myself or others online.
I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.
I can explain why I have a right to say 'no' or 'I will have to ask someone'. 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.
I can identify who can help me if something happens online without my consent.
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.
I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.

PRIVACY AND SECURITY
I can explain how passwords can be used to protect information, accounts and devices.
I can explain and give examples of what is meant by 'private' and 'keeping things private'.
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
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).

SAFE ZONE - YEAR 2 LESSON 2 (cont.)	
COMPOSITES	**COMPONENTS**
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).	To know that we can use the internet to communicate with people we don't know well (e.g. email a pen-pal in another school / country) To know some examples of how you might use technology to communicate with others you don't know well e.g. email, Zoom, chat, messaging To understand the benefits of communicating with others online e.g. could be beneficial to learning, entertainment (e.g. gaming), building a community for a cause To know that it may be risky to speak to someone you don't know online e.g. scams, giving too much information away
I can explain and give examples of what is meant by 'private' and 'keeping things private'.	To know that private means only for one person or group and not for everyone To know how online information can be seen by others To know the difference between sharing information on a public forum like YouTube comments, or a private message like WhatsApp
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	To know that we can choose what we put online about ourselves / others To know that we can use passwords to help protect our personal information online To know that we can store passwords securely to protect our accounts

Composites
and Components

Computing

SAFE ZONE - YEAR 2 LESSON 3

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

ONLINE REPUTATION
I can explain how information put online about someone can last for a long time.
I can describe how anyone's online information could be seen by others.
I know who to talk to if something has been put online without consent or if it is incorrect.

COMPOSITES	COMPONENTS
I can explain how information put online about someone can last for a long time. **I can describe how anyone's online information could be seen by others.**	To know that online means to be connected to or available through a system like the internet To know that reputation means people's opinions of you To know that there are some things online that have been there a long time To know that some content online is out of date / outdated To know that once something is posted online it is difficult to remove To know how to find information online (e.g. search engines) To know that almost anyone can access information about someone online if it is public
I can describe how anyone's online information could be seen by others.	To know that private means only for one person or group and not for everyone To know that online searches can find any information posted about someone
I know who to talk to if something has been put online without consent or if it is incorrect.	To know who to talk to if you think someone has made a mistake about putting something online e.g. a picture of yourself or someone you know without consent, or incorrect information To know that if you are worried about something you have seen online and want to do something about it, you should talk to a trusted adult To know and name different people who you could ask for help and support

SAFE ZONE - YEAR 2 LESSON 4	
EDUCATION FOR A CONNECTED WORLD OBJECTIVES **ONLINE BULLYING** I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	
COMPOSITES	**COMPONENTS**
I can explain what bullying is, how people may bully others and how bullying can make someone feel.	To know that bullying is persistent physical or mental abuse To know that a bully is someone who engages in persistent and repeated physical or mental abuse To know some examples of bullying behaviour and what that might look like online e.g. mean comments, etc. To know the difference between 'accidental' and 'intentional' To know where bullying can happen online e.g. online gaming chat, WhatsApp, social media, etc. To understand how bullying can make someone feel e.g. scared, lonely, upset, anxious, hated To know some of the signs that someone might be being bullied e.g. become withdrawn, quiet, sad
I can talk about how anyone experiencing bullying can get help.	To know that someone experiencing bullying is not to blame and they must not feel that way To know how someone can / would get help if they are being bullied online or offline To know that you should always try your best to help someone if you feel they are being bullied To know that it is the right thing to do to report bullying to a trusted adult To know that, if you are upset or worried about something online, you should talk to a trusted adult To know and name different people who you could ask for help and support

Computing

SAFE ZONE - YEAR 2 LESSON 5	
EDUCATION FOR A CONNECTED WORLD OBJECTIVES **MANAGING ONLINE INFORMATION** **I can use simple keywords in search engines.** **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).** **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).** **I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'.** **I can explain why some information I find online may not be real or true.**	

COMPOSITES	COMPONENTS
I can use simple keywords in search engines.	To know that research is the process of finding facts and information in an organised manner To know that we can use the internet to research To know that a search engine can help us find things out online e.g. Google, Kiddle To know that a search engine is a program that searches for and identifies items that correspond to keywords To know how to type keywords into a search engine
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).	To know that a webpage is a document from the internet which can be seen with a web browser To know how to navigate to, and use, a search engine or given websites and find information To know how to pick out key information from a text To know how to use functions such as home, forward, back buttons, links, tabs, and sections To know that things you find online might not be true
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).	To know that voice activated searching is a technology that allows the user to use a voice command to perform a search on the Internet, a website or an application To know that you can use voice activated search technologies to search for things that you want to know / find out e.g. Siri and Alexa To know that Alexa, Siri and Google Now are not real people but an AI (artificial intelligence) technology

Composites and Components

Computing

SAFE ZONE - YEAR 2 LESSON 6

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

COPYRIGHT AND OWNERSHIP
I can recognise that content on the internet may belong to other people.
I can describe why other people's work belongs to them.

COMPOSITES	COMPONENTS
I can recognise that content on the internet may belong to other people.	To know that a copy is something that looks exactly like something else
	To know that it is important to name your work
	To know that anyone can copy information found online
	To know that, when something belongs to you, it means that it is your property, and you own it
	To know that there are objects that each of us own
	To know that the work you create belongs to you
	To know to name work so that others know who it belongs to
	To know that the content found on a webpage of a company will belong to the company and not necessarily the person who created it (an employee)
I can describe why other people's work belongs to them.	To know that you can use something that does not necessarily belong to you (e.g. a school pencil)
	To know that if you copy something and say it is yours, it doesn't mean it is
	To know that it is easy to copy things that are online (e.g. screenshot, download, copy and paste)
	To know that it is not okay to copy someone's work / content and say it is your own
	To know that, when searching online, most of the content we find belongs to someone else

SAFE ZONE - YEAR 2 LESSON 7

EDUCATION FOR A CONNECTED WORLD OBJECTIVES

PRIVACY AND SECURITY
I can explain how passwords can be used to protect information, accounts and devices.
I can explain and give examples of what is meant by 'private' and 'keeping things private'.
I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
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).

COMPOSITES	COMPONENTS
I can explain how passwords can be used to protect information, accounts and devices. **I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).**	To know that a password or PIN code is a secret word, phrase, or string of numbers that must be used to gain admission to a something To know that passwords / PINs are important to keep our information secure To know that we can use passwords to help protect our personal information online To know that passwords can make it difficult for someone to gain access to something that belongs to us To know that you can use passwords for your accounts and devices To know that we can store passwords securely to protect our accounts To know that permission is the act of allowing someone to do something To know that in school, we are able to keep track of pupil's school account passwords to ensure of safety of everyone and for keeping track of behaviour
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).	To know that the Internet is a network, or system, that connects millions of computers worldwide To know that devices can connect to the internet, via wires or wirelessly To know that many devices in my home could be connected to the internet To know features of devices connected to the internet e.g. connects to the internet, controlled by voice, controlled by an app, helps to connect / communicate with other people, etc To know some examples of devices in your home connected to the internet