

Dane Royd Computing Projects 2019/2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p style="text-align: center;">Game Design Puzzling Times</p> <p>Health Well Being & Lifestyle: I can explain rules to keep us safe and healthy when we are using technology both in and beyond home/in different environments and settings</p>		<p style="text-align: center;">Programming Programming: Getting Started</p> <p>Online Relationships: I can explain why it is important to be considerate and kind to people online I can use the internet to communicate with people I don't know well (e.g. email a pen-pal in another school/country)</p>	<p style="text-align: center;">Online Safety First Footsteps in a Digital World</p> <p>Privacy and Settings: I can describe and explain some rules for keeping my information private. I can explain how passwords can be used to protect information and devices (Acceptable Use Agreement)</p>	<p style="text-align: center;">Augmented Reality Wanted: Dragon!</p> <p>Copyright & Ownership: I can recognise that content on the internet may belong to other people I can explain why some information I find online may not be true</p>	
LKS2	<p style="text-align: center;">Game Design My Very Own Game</p> <p>Health Well Being & Lifestyle: I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents) I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose</p>		<p style="text-align: center;">Programming Programming: Getting Better</p> <p>Online Bullying: I can describe rules about how to behave online and how I follow them I can identify some online technologies where bullying might take place I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat) I can explain why I need to think carefully about how content I post might</p>	<p style="text-align: center;">Online Safety Entering a Digital World</p> <p>Self-Image & Identity/Online Reputation: I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media) and this might be different to 'real life' Knowing this, I can describe the right decisions about how I interact</p>	<p style="text-align: center;">Webpages, Apps, Websites and Presentations Reading Power</p> <p>Managing Information: I can explain how the internet can be used to sell and buy things When searching on the internet for content to use I can explain why I need to consider who owns it and whether I have the right to use it I can give some simple examples</p>	<p style="text-align: center;">Augmented Reality A New Country</p> <p>Online Relationships: I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online' I can describe strategies for safe and fun experiences in a range of online social</p>

		<p>affect others, their feelings and how it may affect how others feel about them (their reputation)</p>	<p>with others and how others perceive me I can recognise I need to be careful before I share anything about myself or others online I know who I should ask if I am not sure if I should put something online I can describe how others can find out information about me by looking online I can explain ways that some of the information about me online could have been created, copied or shared by others</p>		<p>environments I can give examples of how to be respectful to others online</p>
<p>UKS2</p>	<p>Game Design Who Wants to Play? Health, Well-Being & Lifestyle: I can assess and action different strategies to limit the impact of technology on my health (e.g. night shift mode, regular breaks, correct posture, sleep, diet and exercise) I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents)</p>	<p>Programming Programming: Getting Smarter Managing Information: I understand the difference between online mis-information (inaccurate information distributed by accident) and dis-information (inaccurate information deliberately distributed and intended to mislead) I can explain what is meant by 'being skeptical' and I can give</p>	<p>Online Safety Growing up in a Digital World Privacy and Settings: I know what to do if my password is lost or stolen I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others I can describe ways in which some online content targets people to gain money or information illegally; I can describe</p>	<p>Webpages, Apps, Websites and Presentations Digital Apprentice Copyright & Ownership: I can demonstrate the use of search tools to find and access online content which can be reused by others I can demonstrate how to make references to and acknowledge sources I have used from the internet</p>	<p>Enterprise activities including computing (VR headsets, Robot, etc.)</p>

		<p>examples</p> <p>I can explain what is meant by a 'hoax' and why I can explain why I need to think carefully before I forward anything online</p> <p>I can explain why some information I find online may not be honest, accurate or legal</p> <p>I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose)</p>	<p>strategies to help me identify such content (e.g. scams, phishing)</p>		
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