

	Autumn coding (espresso coding)	Autumn digital literacy and IT	Spring coding (espresso coding)	Spring digital literacy and IT	Summer coding (espresso coding) + digital literacy	Summer digital literacy and IT
Band A C2	<p>Y1: Learn that programs execute by following clear instructions.</p> <p>Y2: Learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly.</p>	<p>Y1: Keeping safe while using digital technology.</p> <p>Y2: Keeping safe and showing respect to others while using digital technology.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y1: Understand that programs respond to inputs to do different things.</p> <p>Y2: Learn that one object can be used to control another object, e.g. writing code so clicking a button gives an instruction to make an object move.</p>	<p>Y1: Understanding that some information should be kept private.</p> <p>Y2: Understanding that we should not share personal information online.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y1: Learn to combine start and input events to create more advanced apps and programs using precise instructions.</p> <p>Y1: Showing an awareness of how IT is used for communication beyond school.</p> <p>Y2: Showing an awareness of how IT is used for a range of purposes beyond school.</p>	<p>Y1: Understanding what to do if disturbing content is seen online at home or at school.</p> <p>Y2: Understanding what to do if you have concerns about content or contact online.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>
Band B C2	<p>Y1: Learn that programs execute by following clear instructions.</p> <p>Y2: Learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly.</p>	<p>Y1: Keeping safe while using digital technology.</p> <p>Y2: Keeping safe and showing respect to others while using digital technology.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y1: Understand that programs respond to inputs to do different things.</p> <p>Y2: Learn that one object can be used to control another object, e.g. writing code so clicking a button gives an instruction to make an object move.</p>	<p>Y1: Understanding that some information should be kept private.</p> <p>Y2: Understanding that we should not share personal information online.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y1: Learn to combine start and input events to create more advanced apps and programs using precise instructions.</p> <p>Y1: Showing an awareness of how IT is used for communication beyond school.</p> <p>Y2: Showing an awareness of how IT is used for a range of purposes beyond school.</p>	<p>Y1: Understanding what to do if disturbing content is seen online at home or at school.</p> <p>Y2: Understanding what to do if you have concerns about content or contact online.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>
Band A C3	<p>Y3: Learn to make things happen in a sequence, creating simple animations and simulations.</p> <p>Y4: Learn how computers use variables to count things and keep track of what is going on, then create simple games which use a score variable.</p>	<p>Y3: Using digital technology safely and showing respect for others when working online.</p> <p>Y4: Acting responsibly when using computers.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y3: Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.</p> <p>Y4: Learn how computers use repetition and loops to do things over and over again.</p>	<p>Y3: Recognising unacceptable behaviour when using digital technology.</p> <p>Y4: Understanding the difference between acceptable and unacceptable behaviours when using digital technology.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Revision of Autumn and Spring coding, 'unplugged' coding and cross-curricular links</p> <p>Y3: Deciding whether a web page is relevant for a given purpose or question.</p> <p>Y4: Deciding whether digital content is relevant for a given purpose or question</p>	<p>Y3: Knowing who to talk to about concerns and inappropriate behaviour in school.</p> <p>Y4: Knowing who to talk to about concerns and inappropriate behaviour at home or in school.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>
Band B C3	<p>Y3: Learn to make things happen in a sequence, creating simple animations and simulations.</p> <p>Y4: Learn how computers use variables to count things and keep track of what is going on, then create simple games which use a score variable.</p>	<p>Y3: Using digital technology safely and showing respect for others when working online.</p> <p>Y4: Acting responsibly when using computers.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y3: Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.</p> <p>Y4: Learn how computers use repetition and loops to do things over and over again.</p>	<p>Y3: Recognising unacceptable behaviour when using digital technology.</p> <p>Y4: Understanding the difference between acceptable and unacceptable behaviours when using digital technology.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Revision of Autumn and Spring coding, 'unplugged' coding and cross-curricular links</p> <p>Y3: Deciding whether a web page is relevant for a given purpose or question.</p> <p>Y4: Deciding whether digital content is relevant for a given purpose or question</p>	<p>Y3: Knowing who to talk to about concerns and inappropriate behaviour in school.</p> <p>Y4: Knowing who to talk to about concerns and inappropriate behaviour at home or in school.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>
Band A C4	<p>Y5: Learn how computers use numbers to represent things such as how fast things are moving, and where they are.</p> <p>Y6: Learn to use variables in more complex ways, and to manipulate inputs to create useful outputs.</p>	<p>Y5: Acting responsibly when using devices and the internet.</p> <p>Y6: Knowing the consequences of their actions when using digital technology.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y5: Learn how computers can generate random numbers and how these can be used in simulations.</p> <p>Y6: Learn more about how computers use property values and parameters to store information about objects.</p>	<p>Y5: Discussing the consequences of particular behaviours when using digital technology.</p> <p>Y6: Identifying the principles underpinning acceptable use of digital technologies.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Revision of Autumn and Spring coding, 'unplugged' coding and cross-curricular links</p> <p>Y5: Deciding whether digital content is reliable and unbiased / biased.</p> <p>Y6: Developing an informed opinion about the effectiveness of digital content.</p>	<p>Y5: Knowing how to report concerns and inappropriate behaviour in a range of contexts.</p> <p>Y6: Knowing a range of ways to report concerns and inappropriate behaviour in a variety of contexts.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>
Band B C4	<p>Y5: Learn how computers use numbers to represent things such as how fast things are moving, and where they are.</p> <p>Y6: Learn to use variables in more complex ways, and to manipulate inputs to create useful outputs.</p>	<p>Y5: Acting responsibly when using devices and the internet.</p> <p>Y6: Knowing the consequences of their actions when using digital technology.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Y5: Learn how computers can generate random numbers and how these can be used in simulations.</p> <p>Y6: Learn more about how computers use property values and parameters to store information about objects.</p>	<p>Y5: Discussing the consequences of particular behaviours when using digital technology.</p> <p>Y6: Identifying the principles underpinning acceptable use of digital technologies.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>	<p>Revision of Autumn and Spring coding, 'unplugged' coding and cross-curricular links</p> <p>Y5: Deciding whether digital content is reliable and unbiased / biased.</p> <p>Y6: Developing an informed opinion about the effectiveness of digital content.</p>	<p>Y5: Knowing how to report concerns and inappropriate behaviour in a range of contexts.</p> <p>Y6: Knowing a range of ways to report concerns and inappropriate behaviour in a variety of contexts.</p> <p>Cross-curricular links to the IT strand, using a range of devices and services to source, create, present, analyse and evaluate information in response to a given goal.</p>