PlanIt Subject Overviews

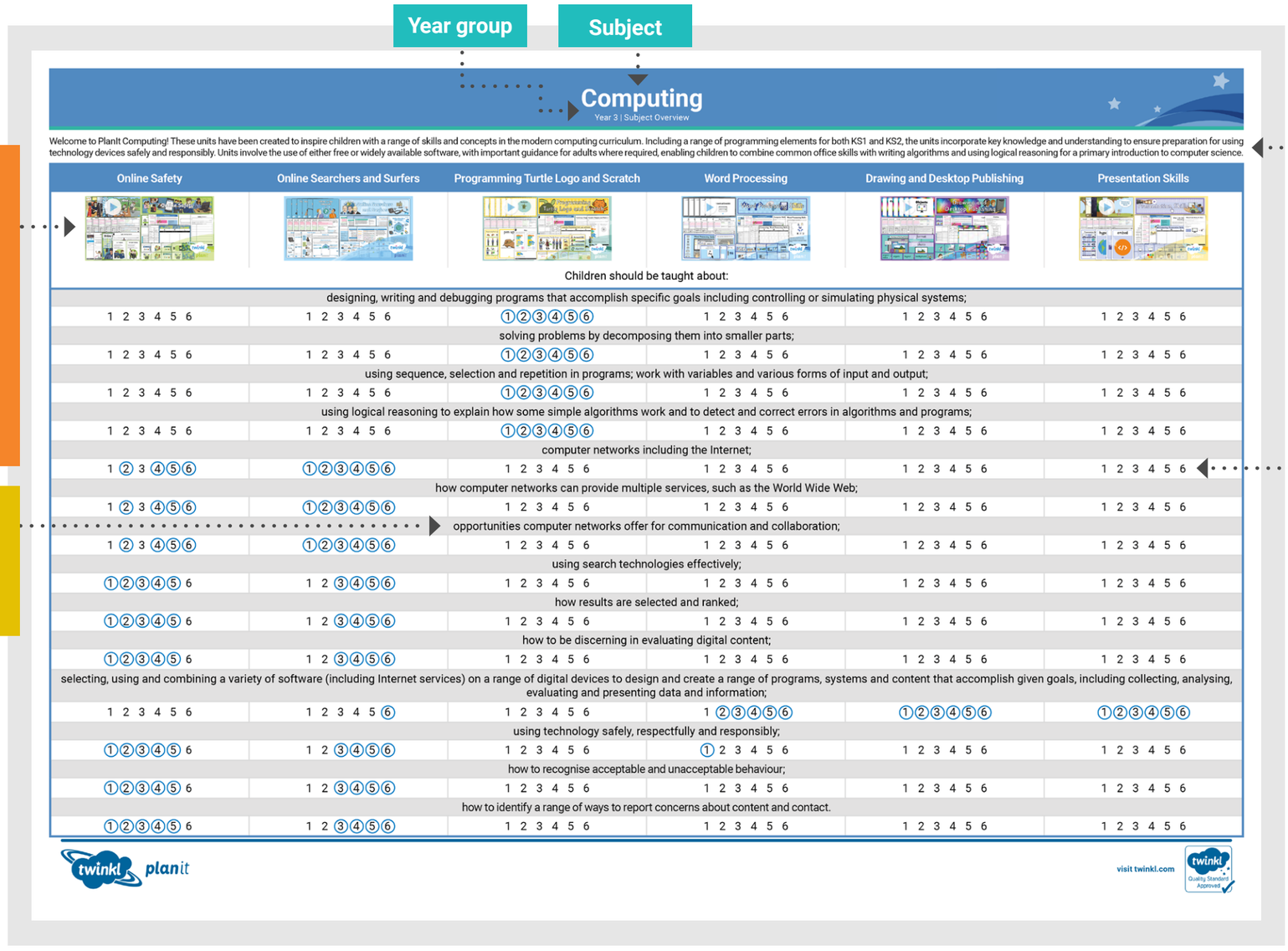
The Units

Each subject area has been split into a minimum of six different units for coverage of the 2014 National Curriculum throughout the school year.

These units contain an overview, lesson packs, an assessment pack, additional resources and corresponding home learning packs.

Aims

These aims are taken directly from the 2014 National Curriculum.



Introduction

This explains how the units have been written and the skills that the units plan to develop as well as the thinking behind each planning pack.

Numbers

The numbers that are circled identify the lessons in this unit which meet the National Curriculum aim.

Computing

Year 1 | Subject Overview

Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Digital Painting	Computing Skills	Online Safety	Programming Toys	Programming with ScratchJr	Using and Applying	Word Processing Skills
						
Children should be taught about:						
algorithms and what they are;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1 2 3 4** 5 6	1 2 **3 4 5** 6	1 2 3 4 5 6	1 2 3 4 5 6
how algorithms are implemented as programs on digital devices;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 **2** 3 4 5 6	1 2 **3 4 5** 6	1 2 3 4 5 6	1 2 3 4 5 6
programs and how they execute by following precise and unambiguous instructions;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1 2 3 4** 5 6	**1 2 3 4 5 6**	1 2 3 4 5 6	1 2 3 4 5 6
creating and debugging simple programs;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1** 2 **3 4 5 6**	1 **2 3 4 5 6**	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to predict the behaviour of simple programs;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1** 2 **3 4** 5 **6**	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to create;						
1 2 3 4 5 6	1 **2 3 4 5 6**	**1** 2 3 4 5 6	**1** 2 3 4 5 6	1 2 3 4 5 6	**1 2 3 4 5 6**	**1 2 3 4 5 6**
using technology purposefully to organise;						
1 2 3 4 5 6	1 **2 3 4 5 6**	**1** 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1 2 3** 4 5 **6**	**1 2 3 4 5 6**
using technology purposefully to store;						
1 2 3 4 5 6	1 **2 3 4 5 6**	**1** 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1 2 3** 4 5 **6**	**1 2 3 4 5 6**
using technology purposefully to manipulate;						
1 2 3 4 5 6	1 **2 3 4 5 6**	**1** 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1 2 3 4 5 6**	**1 2 3 4 5 6**
using technology purposefully to retrieve;						
1 2 3 4 5 6	1 **2 3 4 5 6**	**1** 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	**1 2 3** 4 5 **6**	**1 2 3 4 5 6**
recognising common uses of information technology beyond school;						
1 2 3 4 5 6	1 2 **3 4** 5 6	1 2 3 4 **5** 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology safely and respectfully;						
1 2 3 4 5 6	**1 2 3 4 5 6**	1 **2 3 4** 5 **6**	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
the need to keep personal information private;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 **4** 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Computing

Year 2 | Subject Overview

Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Technology Around Us	Online Safety	Digital Artists	Preparing for Turtle Logo	Presentation Skills	Programming Turtle Logo and Scratch	Using and Applying	Using the Internet
							
Children should be taught about:							
algorithms and what they are;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how algorithms are implemented as programs on digital devices;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
programs and how they execute by following precise and unambiguous instructions;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
creating and debugging simple programs;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to predict the behaviour of simple programs;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to create;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to organise;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to store;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to manipulate;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology purposefully to retrieve;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
recognising common uses of information technology beyond school;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using technology safely and respectfully;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
the need to keep personal information private;							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.							
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Computing

Year 3 | Subject Overview

Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Online Searchers and Surfers	Coding with Scratch: Learning Loops	Branching Databases	Drawing and Desktop Publishing	Online Safety	Presentation Skills	Programming Turtle Logo and Scratch	Using and Applying Skills	Word Processing
								
Children should be taught about:								
designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;							The national curriculum aims covered in this unit will depend on the project chosen.	
1 2 3 4 5 6	1 2 3 4 5 (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	(1) (2) (3) (4) (5) (6)		1 2 3 4 5 6
solving problems by decomposing them into smaller parts;								
1 2 3 4 5 6	1 2 3 4 5 (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	(1) (2) (3) (4) (5) (6)		1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;								
1 2 3 4 5 6	1 (2) (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	(1) (2) (3) (4) (5) (6)		1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;								
1 2 3 4 5 6	(1) 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	(1) (2) (3) (4) (5) (6)		1 2 3 4 5 6
understand computer networks including the Internet;								
(1) (2) (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 (2) 3 (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;								
(1) (2) (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 (2) 3 (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
opportunities computer networks offer for communication and collaboration;								
(1) (2) (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 (2) 3 (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
using search technologies effectively;								
1 2 (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 (2) 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
how results are selected and ranked;								
1 2 (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 (2) 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
how to be discerning in evaluating digital content;								
1 2 (3) (4) (5) (6)	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 (2) 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
selecting, using and combining a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;								
1 2 3 4 5 (6)	1 2 3 4 5 6	(1) (2) (3) (4) (5) (6)	(1) (2) (3) (4) (5) (6)	1 2 3 4 5 6	(1) (2) (3) (4) (5) (6)	1 2 3 4 5 6		1 (2) (3) (4) (5) (6)
using technology safely, respectfully and responsibly;								
1 2 3 4 5 6	1 2 3 4 5 6	(1) 2 3 4 5 6	1 2 3 4 5 6	(1) 2 (3) (4) (5) 6	1 2 3 4 5 6	1 2 3 4 5 6		(1) 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;								
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	(1) 2 (3) (4) (5) 6	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.								
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	(1) 2 (3) (4) (5) 6	1 2 3 4 5 6	1 2 3 4 5 6		1 2 3 4 5 6

Computing

Year 4 | Subject Overview

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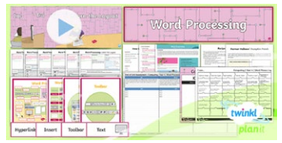
Communication and Collaboration	Coding with Scratch: Questions and Quizzes	Animation	Online Safety	Programming Turtle Logo	Using and Applying Skills	Word Processing
						

Children should be taught about:

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6
solving problems by decomposing them into smaller parts;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
1 2 3 4 5 6	1 ②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6
understand computer networks including the Internet;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
opportunities computer networks offer for communication and collaboration;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using search technologies effectively;					
1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how results are selected and ranked;					
1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
how to be discerning in evaluating digital content;					
1 2 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
selecting, using and combining a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;					
1 2 3 4 ⑤⑥	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥
using technology safely, respectfully and responsibly;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 ③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6

The national curriculum aims covered in this unit will depend on the project chosen.

Computing

Year 5 | Subject Overview

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Strategic Searching Online	Coding with Scratch: Developing Games	Controlling Devices Flowol	Online Safety	Radio Station	Using and Applying Skills
					

Children should be taught about:

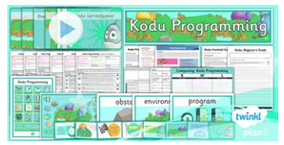
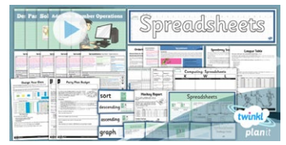
designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;					
1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	
solving problems by decomposing them into smaller parts;					
1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	
using sequence, selection and repetition in programs; work with variables and various forms of input and output;					
1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
understand computer networks including the Internet;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
how computer networks can provide multiple services, such as the World Wide Web;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
opportunities computer networks offer for communication and collaboration;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	
using search technologies effectively;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	
how results are selected and ranked;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	
how to be discerning in evaluating digital content;					
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 2 3 4 5 6	
selecting, using and combining a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	
using technology safely, respectfully and responsibly;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③ 4 ⑤⑥	1 2 3 4 5 6	
how to recognise acceptable and unacceptable behaviour;					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③ 4 ⑤⑥	1 2 3 4 5 6	
how to identify a range of ways to report concerns about content and contact.					
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③ 4 ⑤⑥	1 2 3 4 5 6	

The national curriculum aims covered in this unit will depend on the project chosen.

Computing

Year 6 | Subject Overview

Welcome to PlanIt Computing! These units have been created to inspire children with a range of skills and concepts in the modern computing curriculum. Including a range of programming elements for both KS1 and KS2, the units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. Units involve the use of either free or widely available software, with important guidance for adults where required, enabling children to combine common office skills with writing algorithms and using logical reasoning for a primary introduction to computer science.

Know Your Network	Coding with Scratch: Animated Stories	3D Modelling	Kodu Programming	Online Safety	Film-Making	Spreadsheets	Using and Applying Skills
							

Children should be taught about:

designing, writing and debugging programs that accomplish specific goals including controlling or simulating physical systems;						
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 ②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
solving problems by decomposing them into smaller parts;						
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 ②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using sequence, selection and repetition in programs; work with variables and various forms of input and output;						
1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
using logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs;						
1 2 3 4 5 6	①② 3 4 5 ⑥	1 2 3 4 5 6	①② 3 ④ 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
computer networks including the Internet;						
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6
how computer networks can provide multiple services, such as the World Wide Web;						
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
opportunities computer networks offer for communication and collaboration;						
①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6
using search technologies effectively;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6
how results are selected and ranked;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 ② 3 4 5 6	1 2 3 4 5 6
how to be discerning in evaluating digital content;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 ④ 5 6	1 ② 3 4 5 6	1 2 3 4 5 6
selecting, using and combining a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information;						
1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	① 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	①②③④⑤⑥
using technology safely, respectfully and responsibly;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③④⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
how to recognise acceptable and unacceptable behaviour;						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6
how to identify a range of ways to report concerns about content and contact.						
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	①②③ 4 ⑤⑥	1 2 3 4 5 6	1 2 3 4 5 6

The national curriculum aims covered in this unit will depend on the project chosen.