

KS2 Kapow units signposted below for each term. Please find units in the Computing section of Kapow

Year Group	Autumn - Esafety- Privacy and Security	Spring- Esafety- Online Bullying	Summer- Esafety-online relationships
1	Programming A: Moving a robot (1.3) ESafety Session 1: <i>Can I explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</i> ESafety Session 2: <i>Can I explain how passwords are used to protect information, accounts and devices.</i>	Computing systems and networks: Technology around us (1.1) Esafety Session 1: <i>Can I describe how to behave online in ways that do not upset others and can give examples.</i>	Creating media: Digital writing (1.5) Esafety Session 1: <i>Can I use the internet with adult support to communicate with people I know (e.g. video call apps or services).</i> Esafety Session 2: <i>Can I give examples of when I should ask permission to do something online and explain why this is important.</i>

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2	Computing systems and networks: IT around us (2.1) ESafety Session 1: <i>Can I describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</i> ESafety Session 2: <i>Can I explain and give examples of what is meant by 'private' and 'keeping things private'.</i>	Creating media: Digital photography (2.2) Esafety Session 1: <i>Can I explain what bullying is, how people may bully others and how bullying can make someone feel.</i> Esafety Session 2: <i>Can I talk about how anyone experiencing bullying can get help.</i>	Programming A: Robot algorithms (2.3) Esafety Session 1: <i>Can I explain who I should ask before sharing things about myself or others online.</i> Esafety Session 2: <i>Can I explain why I have a right to say 'no' or 'I will have to ask someone'. Can I 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>
3	Scratch Esafety Session 1: <i>Can I describe how connected devices can collect and</i>	Microsoft Office 365: Computing systems and networks 2: Emailing	Comparison cards databases Esafety Session 1: <i>Can I explain what is meant by</i>

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	<i>share anyone's information with others.</i> <i>Esafety Session 2: Can I describe simple strategies for creating and keeping passwords private.</i>	<i>Esafety Session 1: Can I describe appropriate ways to behave towards other people online and why this is important.</i> <i>Esafety Session 2: Can I give examples of how bullying behaviour could appear online and how someone can get support.</i>	<i>'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</i> <i>Esafety Session 2: Can I explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</i>
4	Further Coding with Scratch <i>Esafety Session 1: Can I explain that internet use is never fully private and is monitored, e.g. adult supervision.</i>	Microsoft Office 365: Creating media: Website design	Data Handling: Investigating weather <i>Esafety Session 1: Can I describe strategies for safe and fun experiences in a</i>

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	Esafety Session 2: <i>Can I describe how some online services may seek consent to store information about me; I know how to respond appropriately and who Can I ask if I am not sure.</i>	Esafety Session 1: <i>Can I recognise when someone is upset, hurt or angry online.</i> Esafety Session 2: <i>Can I describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</i>	<i>range of online social environments (e.g. livestreaming, gaming platforms)</i> Esafety Session 2: <i>Can I explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.</i>
5	Programming – BBC micro:bit Esafety Session 1: <i>Can I explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.</i>	Computer Systems & Networks – Search Engines Esafety Session 1: <i>Can I recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</i>	Creating Media – Stop-motion Animation Esafety Session 1: <i>Can I give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).</i>

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	Esafety Session 2: <i>Can I explain what a strong password is and demonstrate how to create one.</i>	Esafety Session 2: <i>Can I identify a range of ways to report concerns and access support both in school and at home about online bullying.</i>	Esafety Session 2: <i>Can I demonstrate how to support others (including those who are having difficulties) online.</i>
6	Programming – Exploring Python Esafety Session 1: <i>Can I describe how and why people should keep their software and apps up to date, e.g. auto updates.</i> Esafety Session 2: <i>Can I describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).</i>	Computer Systems & Networks – Exploring AI Esafety Session 1: <i>Can I describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.</i> Esafety Session 2: <i>Can I explain how someone would report online bullying in different contexts.</i>	Data – Big Data 2 Esafety Session 1: <i>Can I explain how sharing something online may have an impact either positively or negatively</i> Esafety Session 2: <i>Can I describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</i>

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- E-safety – children in all year groups will have their e-safety curriculum through e-safety week and during the first Computing lesson of each half term using ProjectEVOLVE.
- Esafety Units (3 strands taught over one year at the beginning of every new half term, prior to the first computing session.)
- ESafety Session 2 must take place after half term before continuing the computing unit.

Key stage 1 National Curriculum objectives

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- 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.

Key Stage 2 National Curriculum objectives

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine 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
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

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Key:

(The numbers in the brackets are a 'quick code' reference for each unit, eg 1.3 refers to the third Year 1 unit in the recommended teaching order)

Safer Internet Day- Tuesday, February 9, 2027