

Year 1/2 Cycle 1					
Autumn 1 Castles and Fairytales	Autumn 2 Toys	Spring 1 Space	Spring 2 Mexico	Summer 1 Explorers	Summer 2 Habitats
<p>Logging on, shutting down, using a mouse, saving and retrieving files Software: MS Word Outcome: Type name and save and retrieve file</p> <p>Skills covered: Multimedia texts and images (IT) <i>add text, text boxes and images, manipulating the features</i> <i>load, save, retrieve and print work;</i> Technology in our lives (DL) <i>recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;</i></p> <p>E-safety Skills covered: Online safety (DL) <i>identify what things count as personal information;</i> <i>identify what is appropriate and inappropriate behaviour on the internet, considering people’s feelings</i> <i>agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</i> <i>seek help from an adult when they see something that is unexpected or worrying;</i> <i>demonstrate how to safely open and close applications and log on and log off from websites;</i></p>	<p>Using a range of tools to create shapes, editing colours/shape fill Software: MS Paint Outcomes: Christmas card design/designing favourite toys</p> <p>Skills covered: Multimedia texts and images (IT) <i>use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;</i> <i>use applications and devices in order to create and communicate ideas, work, messages</i></p>	<p>Using software to record and change sounds Software: https://musiclab.chromeexperiments.com/Song-Maker Outcome: Space themed music composition</p> <p>Skills covered: Multimedia sound and motion (IT) <i>use software to record sounds;</i> <i>change sounds recorded;</i></p>	<p>Typing sentences and inserting images Software: MS Powerpoint Outcome: Mexico facts or recipe powerpoint</p> <p>Skills covered: Multimedia texts and images (IT) <i>add text, text boxes and images, manipulating the features;</i> <i>present short text starting to use two hands when typing (Y2)</i> <i>use applications and devices in order to create and communicate ideas, work, messages</i></p> <p>Using the internet to find information about Mexico Skills covered: Technology in our lives (DL) <i>recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;</i> <i>use links to websites to find information;</i> <i>recognise age-appropriate websites;</i> <i>use safe search filters;</i></p>	<p>Programming and debugging using Beebots and mats Skills covered: Coding and programming (CS) <i>give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</i> <i>give a set of instructions to follow and predict what will happen;</i> (Y2)</p>	<p>Programming using scratch Software: Scratch Outcome: Explorer quiz</p> <p>Skills covered: Coding and programming (CS) <i>control the nature of events: repeat, loops, single events and add and delete features;</i> <i>improve/change their sequence of commands by debugging (Y2)</i></p>
<p>Teach computing: Year 1 Computing systems and networks –Technology around us https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-technology-around-us</p>	<p>Teach computing: Year 1 Creating media – Digital painting https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting</p>	<p>Teach computing: Year 2 Creating media – Making music https://teachcomputing.org/curriculum/key-stage-1/creating-media-making-music</p>	<p>Teach computing: Year 1 Creating media – Digital writing https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-writing</p>	<p>Teach computing: Year 1 Programming A – Moving a robot https://teachcomputing.org/curriculum/key-stage-1/programming-a-moving-a-robot</p>	<p>Teach computing: Year 2 Programming B – An introduction to quizzes https://teachcomputing.org/curriculum/key-stage-1/programming-b-an-introduction-to-quizzes</p>
Year 1/2 Cycle 2					
Autumn 1 Dinosaurs	Autumn 2 Fire	Spring 1 Chocolate	Spring 2 Superheroes	Summer 1 Schools from the past	Summer 2 Be wild
<p>Logging on, shutting down, using a mouse, saving and retrieving files Software: MS Word Outcome: Type name and save and retrieve file</p> <p>Skills covered: Multimedia texts and images (IT) <i>add text, text boxes and images, manipulating the features</i> <i>load, save, retrieve and print work;</i> Technology in our lives (DL) <i>recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping;</i></p> <p>E-safety Skills covered: Online safety (DL) <i>identify what things count as personal information;</i> <i>identify what is appropriate and inappropriate behaviour on the internet, considering people’s feelings</i> <i>agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords;</i> <i>seek help from an adult when they see something that is unexpected or worrying;</i> <i>demonstrate how to safely open and close applications and log on and log off from websites;</i></p>	<p>Using a range of tools to create shapes, editing colours/shape fill Software: MS Paint Outcome: Greta Fire of London silhouette city picture</p> <p>Skills covered: Multimedia texts and images (IT) <i>use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;</i> <i>use applications and devices in order to create and communicate ideas, work, messages</i></p>	<p>Collecting and representing data in pictograms/bar charts on favourite chocolate bars/ information about different counties that grow cocoa etc. Software: Web-based software e.g. j2e pictogram Outcome: Pictogram</p> <p>Skills covered: Data handling (IT) <i>Create simple graphs by putting data in to a graphing program</i> <i>Create and search a simple branching database.</i></p>	<p>Superhero comic- taking photos and importing images and sounds (Photostory 3)</p> <p>Skills covered: Multimedia texts and images (IT) <i>add text, text boxes and images, manipulating the features;</i> <i>present short text starting to use two hands when typing (Y2)</i> <i>use applications and devices in order to create and communicate ideas, work, messages</i> Multimedia sound and motion (IT) <i>use software to record sounds;</i> <i>change sounds recorded;</i></p>	<p>Programming and debugging using Beebots and mats Skills covered: Coding and programming (CS) <i>give commands one at a time to control direction and movement, including straight, forwards, backwards, turn;</i> <i>give a set of instructions to follow and predict what will happen;</i> (Y2)</p>	<p>Programming plant growth simulation Software: Scratch</p> <p>Skills covered: Coding and programming (CS) <i>control the nature of events: repeat, loops, single events and add and delete features;</i> <i>improve/change their sequence of commands by debugging (Y2)</i></p>
<p>Year 2- Computing systems and networks – IT around us https://teachcomputing.org/curriculum/key-stage-1/computing-systems-and-networks-it-around-us</p>	<p>Year 1 Creating media – Digital painting https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-painting</p>	<p>Teach computing: Year 2- Data and information – Pictograms https://teachcomputing.org/curriculum/key-stage-1/data-and-information-pictograms</p>	<p>Teach Computing: Year 2- Creating media – Digital photography https://teachcomputing.org/curriculum/key-stage-1/creating-media-digital-photography</p>	<p>Teach computing: Year 2- Programming A – Robot algorithms https://teachcomputing.org/curriculum/key-stage-1/programming-a-robot-algorithms</p>	<p>Teach computing Year 1 Programming B – Introduction to animation https://teachcomputing.org/curriculum/key-stage-1/programming-b-introduction-to-animation</p>
Year 3/4 Cycle 1					

Autumn 1 Sunny Hunny	Autumn 2 Egyptians	Spring 1 Kenya	Spring 2 Inventions	Summer 1 Stone Age to Iron Age	Summer 2 Rainforests
Logging on, saving, using mouse, saving and retrieving files, creating year group folders Skills covered: Multimedia texts and images (IT) <i>use appropriate keyboard commands to amend text on a device;</i> <i>save and retrieve files to and from the correct folders and evaluate work, making amendments;</i> Computing systems Skills covered: Technology in our lives (DL) <i>understand local and worldwide networks</i> E-safety Skills covered: All Online safety skills (see computing skills progression grid)	Programming: Coding to create amulets Software: Scratch Outcome: Repeated pattern amulet Skills covered: Coding and programming (CS) <i>use logical reasoning to explain how simple algorithms work</i> <i>design and write a program, putting commands into a sequence to achieve a specific outcome and that control or simulate virtual events;</i> <i>give a set of instructions to follow and predict what will happen;</i> <i>keep testing a program and recognise when it needs to be debugged;</i> <i>use variables to create an effect, e.g. repetition, if, when, loop;</i>	Collecting data using data loggers and presenting information Software: MS Excel Outcome: database and graphs of data collected Skills covered: Data handling (IT) <i>talk about the different ways data can be organised;</i> <i>sort and organise information to use in other ways e.g. using a simple spreadsheet</i> <i>search a ready-made database to answer questions;</i> <i>design a questionnaire and make graphs using data collected</i>		Fairground rides (crumbl) Programming Crumble to create moving carousels Software/hardware: Crumble Outcome- programmed carousel Skills covered: Coding and programming (CS) <i>use logical reasoning to explain how simple algorithms work</i> <i>design and write a program, putting commands into a sequence to achieve a specific outcome and that control or simulate virtual events;</i> <i>give a set of instructions to follow and predict what will happen;</i> <i>keep testing a program and recognise when it needs to be debugged;</i> <i>use variables to create an effect, e.g. repetition, if, when, loop;</i>	Branching databases- Creating branching databases for animals Software: Web-based software e.g. https://www.j2e.com/jit5#branch Outcome: branching database Data handling (IT) <i>talk about the different ways data can be organised;</i> <i>create and search a detailed branching database</i>
Teach computing: Year 3- Computing systems and networks – Connecting computers https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-connecting-computers	Teach computing: Year 4- Programming A – Repetition in shapes https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes	Teach computing: Year 4- Data and information – Data logging https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging	Teach computing: N/A	Teach computing: Year 3- Data and information – Branching databases https://teachcomputing.org/curriculum/key-stage-2/data-and-information-branching-databases	N/A
Year 3/4 Cycle 2					
Autumn 1 Romans	Autumn 2 Rivers and Mountains	Spring 1 Anglo Saxons and Vikings	Spring 2 Anglo Saxons and Vikings	Summer 1 Magic	Summer 2 USA Far and Away
Logging on, saving, using mouse, saving and retrieving files, creating year group folders Skills covered: Multimedia texts and images (IT) <i>use appropriate keyboard commands to amend text on a device;</i> <i>save and retrieve files to and from the correct folders and evaluate work, making amendments;</i> The Internet/ online safety Skills covered: Technology in our lives (DL) <i>explain ways to communicate with others online;</i> <i>describe the world wide web as the part of the internet that contains websites;</i> <i>understand local and worldwide networks</i> <i>understand how results are selected and ranked by search engines and use search tools to find and use a range of multimedia including websites and content;</i> <i>use strategies to improve results when searching online;</i> <i>type and url to find a website and add websites to a favourites list;</i> <i>question the validity of information on the internet</i> All Online safety skills (see computing skills progression grid)	Year 4 – Photo editing Learners will develop their understanding of how digital images can be changed and edited, and how they can then be saved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices. Software and Hardware requirements The suggested software for this unit is Paint.net: https://www.getpaint.net/download.html which requires a download and is compatible with Windows devices. Other image editing software is available such as Pixlr or PhotoPea.	Adventure story of Beowulf – Stop frame animation Software: ipad app e.g.iMotion Outcome: Animation of scene from Beowulf Skills covered: Multimedia sound and motion (IT) <i>use software to record, create and edit sounds and capture still images;</i> <i>change recorded sounds, volume, duration and pauses;</i> <i>use software to capture video for a purpose;</i> <i>crop and arrange clips to create a short film;</i> <i>plan an animation and move items within each animation for playback;</i>		Make it/code it: Magic 8 ball Software/hardware: Micro:bit Outcome: Magic 8 ball program using micro:bit Skills covered: Coding and programming (CS) <i>use logical reasoning to explain how simple algorithms work</i> <i>design and write a program, putting commands into a sequence to achieve a specific outcome and that control or simulate virtual events;</i> <i>give a set of instructions to follow and predict what will happen;</i> <i>keep testing a program and recognise when it needs to be debugged;</i> <i>use variables to create an effect, e.g. repetition, if, when, loop;</i>	Publishing Software/hardware: Microsoft publisher Outcome: Skills covered: Multimedia texts and images (IT) <i>Type more quickly with both hands, altering the font, orientation and size of text.</i> <i>use appropriate keyboard commands to amend text on a device;</i> <i>use tools such as cut and paste, split screen, print screen etc</i> <i>use applications and devices in order to communicate ideas, work, and messages incorporating multimedia content</i> <i>save and retrieve files to and from the correct folders and evaluate work, making amendments;</i> <i>upload and use images from a camera</i> <i>edit, resize, rotate and invert images</i>
Teach computing: Computing systems and networks – The Internet Year 4- https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet	Teach computing: Photo editing: Year 4- Creating media – Photo editing https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing	Teach computing: N/A Programming	Teach computing: Year 3- Creating media – Desktop publishing https://teachcomputing.org/curriculum/key-stage-2/creating-media-desktop-publishing	Teach computing: Year 3- Creating media – Animation https://teachcomputing.org/curriculum/key-stage-2/creating-media-animation	Teach computing: N/A

Year 5/6 Cycle 1					
Autumn Term A Passage to India		Spring Term Ancient Greece		Summer Term Europe (+Y5 mini topic and production)	
Computer systems and networks- sharing information and search engines Skills covered: Technology in our lives (DL) <i>understand what servers are and how they provide servers to networks.</i> <i>understand how computer networks enable computers to communicate and collaborate.</i> <i>search for information using appropriate websites and advanced search functions within Google e.g. ""</i> <i>use strategies to check the reliability of information (cross-check with another source such as books);</i> <i>talk about the way search results are selected and ranked;</i> <i>check the reliability of a website, understanding that website such as Wikipedia are made by users and using knowledge of domain names to aid judgement</i> <i>tell you about copyright and acknowledge the sources of information;</i> E-safety All online safety skills (see computing skills progression grid)	Crumble programming- Tuk tuks (linked with DT) Software/hardware: Crumble Outcome: Make a programmed Tuktuk with sensor Skills covered: Coding and programming (CS) <i>create programs incorporating variables and subroutines to achieve specific goals.</i> <i>use sensors and infinite loops to control programs/hardware</i> <i>use conditional statements and edit variables;</i> <i>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</i> <i>keep testing a program and recognise when it needs to be debugged;</i>	Databases and spreadsheets to collect, organise, sort and filter data Software: https://www.j2e.com/database/ and MS Excel Outcome: Spreadsheet Skills covered: Data Handling (IT) <i>construct data on the most appropriate application;</i> <i>know how to interpret data, including spotting inaccurate data and comparing data;</i> <i>use keyboard shortcuts and functions to input data on spreadsheets</i> <i>use spreadsheets which involve sum formulas to create averages and totals.</i> <i>Filter and search databases/spreadsheets</i> <i>Make graphs from calculations on a spreadsheet</i>	Designing and programming an Ancient Greece quiz using Scratch Software: Scratch Outcome: Quiz Skills covered: Coding and programming (CS) <i>create programs incorporating variables and subroutines to achieve specific goals.</i> <i>use sensors and infinite loops to control programs/hardware</i> <i>use conditional statements and edit variables;</i> <i>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</i> <i>keep testing a program and recognise when it needs to be debugged;</i>	Creating and editing videos Software: Microsoft video editor Outcome: Short film Skills covered: Multimedia sound and motion <i>collect audio from a variety of resources including own recordings and internet clips;</i> <i>use a digital device to record sounds and present audio;</i> <i>trim, arrange and edit audio levels to improve quality;</i> <i>plan and create multi-scene animations</i> <i>publish their animation and use a movie editing package to edit/refine and add titles;</i>	Y6- Producing a year book page using desktop publishing (skills covered-multimedia text and images) Y5- Producing a webpage Software: Outcome: Webpage Skills covered: Multimedia text and images <i>use the skills already developed to create multimedia content for a given audience</i> <i>select, use and combine the appropriate technology tools to create effect;</i> <i>review and improve their own work and support others to improve their work;</i> <i>save, retrieve and evaluate their work, making amendments</i> <i>insert a picture/text/graph/hyperlink from the internet or personal file</i>
Teach computing: Year 5- Computer systems and networks- sharing information https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information	Microbit litter pickers Software/hardware: Micro:bit Outcome:Litter counting program https://www.barefootcomputing.org/new_resources Skills covered: Coding and programming (CS) <i>create programs incorporating variables and subroutines to achieve specific goals.</i> <i>use sensors and infinite loops to control programs/hardware</i> <i>use conditional statements and edit variables;</i> <i>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</i> <i>keep testing a program and recognise when it needs to be debugged;</i>	Teach computing: Year 5- Data and information – Flat-file databases https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases Year 6- Data and information – Spreadsheets https://teachcomputing.org/curriculum/key-stage-2/data-and-information-spreadsheets	Teach computing: Year 5- Programming B – Selection in quizzes https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes	Teach computing: Year 5- Creating media- Video editing https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing	Teach computing: Year 6- Creating Media- Web page creation https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation
Year 5/6 Cycle 2					
Autumn Term Fighting for Freedom		Spring Term Tomorrow’s World		Summer Term Golden Age of Islam (+Y5 mini topic and production)	
Computing systems and networks- communication Skills covered: Technology in our lives (DL) <i>understand what servers are and how they provide servers to networks.</i> <i>understand how computer networks enable computers to communicate and collaborate.</i> <i>search for information using appropriate websites and advanced search functions within Google e.g. ""</i> <i>use strategies to check the reliability of information (cross-check with another source such as books);</i> <i>talk about the way search results are selected and ranked;</i> <i>check the reliability of a website, understanding that website such as Wikipedia are made by users and using knowledge of domain names to aid judgement</i> <i>tell you about copyright and acknowledge the sources of information;</i> E-safety All online safety skills (see computing skills progression grid)	Vector drawing to create an image related to topic Software: vector drawing program, such as Vectr Outcome: Vector drawing Skills covered: Multimedia text and images (IT) <i>create and edit images using a variety of software packages</i>	Crumble programmed bridges Software/hardware: Crumble Outcome:Lifting bridge with sensor https://www.barefootcomputing.org/new_resource_s Skills covered: Coding and programming (CS) <i>create programs incorporating variables and subroutines to achieve specific goals.</i> <i>use sensors and infinite loops to control programs/hardware</i> <i>use conditional statements and edit variables;</i> <i>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</i> <i>keep testing a program and recognise when it needs to be debugged;</i>	3D Modelling Software: https://www.tinkercad.com Outcome: 3D model of building Skills covered: Multimedia text and images <i>use the skills already developed to create multimedia content for a given audience</i> <i>select, use and combine the appropriate technology tools to create effect;</i> <i>review and improve their own work and support others to improve their work;</i> <i>save, retrieve and evaluate their work, making amendments</i> <i>create and edit images using a variety of software packages</i>	Producing a webpage Software: Outcome: Webpage Skills covered: Multimedia text and images <i>use the skills already developed to create multimedia content for a given audience</i> <i>select, use and combine the appropriate technology tools to create effect;</i> <i>review and improve their own work and support others to improve their work;</i> <i>save, retrieve and evaluate their work, making amendments</i> <i>insert a picture/text/ paragraph/hyperlink from the internet or personal file</i>	Y6- Producing a year book page using desktop publishing (skills covered-multimedia text and images) Y5- Creating and programming a game Software: Scratch Outcome: Computer game Skills covered: Coding and programming (CS) <i>create programs incorporating variables and subroutines to achieve specific goals.</i> <i>use sensors and infinite loops to control programs/hardware</i> <i>use conditional statements and edit variables;</i> <i>decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program;</i> <i>keep testing a program and recognise when it needs to be debugged;</i>
Teach computing: Year 6- Computing systems and networks- communication https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-communication	Teach computing: Year 5 – Creating media- Vector drawing https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing	Teach computing: Year 6 – Programming B – Sensing https://teachcomputing.org/curriculum/key-stage-2/programming-b-sensing	Teach computing: Year 6 - - Creating media – 3D modelling https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling	Teach computing: Year 6- Creating Media- Web page creation https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation	Teach computing: Year 6 – Programming A – Variables in games https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games