



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Computing isn't in the EYFS curriculum Teachers to go by a needs met approach, using technology where it fits in with their current areas of learning.					
Year 1	<p>Connecting systems and networks Technology around us Recognising technology in school and using it responsibly (Google Slides/ PowerPoint)</p>	<p>Online Safety Self-image and identity Online relationships</p> <p>Creating Media Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally. (Microsoft Paint or Seesaw)</p>	<p>Online Safety Online reputation Online bullying</p> <p>Programming Block A Moving a robot Writing short algorithms and programs for floor robots and predicting program outcomes. (Bee-bot, blue-bot)</p>	<p>Online Safety Managing online information Health, Well-being and lifestyle</p> <p>Data and information Grouping data Exploring object labels, then using them to sort and group objects by properties. (Google slides or Powerpoint)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Creating Media Digital writing Using a computer to create and format text, before comparing to writing non-digitally. (Google Docs or Microsoft Word)</p>	<p>Programming Block B Programming animations Designing and programming the movement of a character on screen to tell stories. (Scratch Jnr)</p>
Year 2	<p>Connecting systems and networks Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. (Google Slides/ PowerPoint)</p>	<p>Online Safety Self-image and identity Online relationships</p> <p>Creating Media Digital photography Capturing and changing digital photographs for different purposes. (Digital camera/Ipads)</p>	<p>Online Safety Online reputation Online bullying</p> <p>Programming Block A Robot algorithms Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)</p>	<p>Online Safety Managing online information Health, Well-being and lifestyle</p> <p>Data and information Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (j2data pictogram)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Creating Media Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Chrome Music Lab)</p>	<p>Programming Block B Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. (Scratch Jnr)</p>



<p>Year 3</p>	<p>Connecting systems and networks Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks (Painting program)</p>	<p>Online Safety Self-image and identity Online relationships</p> <p>Creating Media Stop frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)</p>	<p>Online Safety Online reputation Online bullying</p> <p>Programming Block A Sequencing Sounds Creating sequences in a block-based programming language to make music (Scratch)</p>	<p>Online Safety Managing online information Health, Well-being and lifestyle</p> <p>Data and information Branching databases Building and using branching databases to group objects using yes/no questions. (j2data Branch and Pictogram)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Creating Media Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose. (Canva.com Adobe Express)</p>	<p>Programming Block B Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. (Scratch)</p>
<p>Year 4</p>	<p>Connecting systems and networks The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites)</p>	<p>Online Safety Self-image and identity Online relationships</p> <p>Creating Media Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. (Laptops-audacity)</p>	<p>Online Safety Online reputation Online bullying</p> <p>Programming Block A Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes. (FMSLogo/Turtle academy)</p>	<p>Online Safety Managing online information Health, Well-being and lifestyle</p> <p>Data and information Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Data logger or similar, Arduino)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Creating Media Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)</p>	<p>Programming Block B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. (Scratch)</p>
<p>Year 5</p>	<p>Connecting systems and networks Systems and searching Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides/Powerpoint)</p>	<p>Online Safety Self-image and identity Online relationships</p> <p>Creating Media Video Production Planning, capturing, and editing video to produce a short film. (Microsoft Photos/iPads)</p>	<p>Online Safety Online reputation Online bullying</p> <p>Programming Block A Selection in physical computing Exploring conditions and selection using a programmable microcontroller. (Crumble controller)</p>	<p>Online Safety Managing online information Health, Well-being and lifestyle</p> <p>Data and information Flat file databases Using a database to order data and create charts to answer questions. (j2data Database)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Creating Media Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects. (Google Drawings/Publisher)</p>	<p>Programming Block B Selection in quizzes Exploring selection in programming to design and code an interactive quiz. (Scratch)</p>



<p>Year 6</p>	<p>Connecting systems and networks</p> <p>Communication and collaboration</p> <p>Exploring how data is transferred by working collaboratively online. (Google Slides)</p>	<p>Online Safety</p> <p>Self-image and identity Online relationships</p> <p>Creating Media</p> <p>3D modelling</p> <p>Planning, developing, and evaluating 3D computer models of physical objects. (Tinkercad)</p>	<p>Online Safety</p> <p>Online reputation Online bullying</p> <p>Programming Block A</p> <p>Variables in games</p> <p>Exploring variables when designing and coding a game. (Scratch)</p>	<p>Online Safety</p> <p>Managing online information Health, Well-being and lifestyle</p> <p>Data and information</p> <p>Introduction to spreadsheets</p> <p>Answering questions by using spreadsheets to organise and calculate data. (Google sheets/Excel)</p>	<p>Online Safety</p> <p>Privacy and security Copyright and ownership</p> <p>Creating Media</p> <p>Webpage creation</p> <p>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. (Google sites)</p>	<p>Programming Block B</p> <p>Sensing movement</p> <p>Designing and coding a project that captures inputs from a physical device. (Microbit and Microsoft Make Code)</p>
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