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| **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** | **Online Safety**  **Self-image and identity**  **Online relationships**  **Connecting systems and networks**  **Technology around us**  Recognising technology in school and using it responsibly  (Paintz.app) | **Online Safety**  **Online reputation**  **Creating Media**  **Digital painting**  Choosing appropriate tools in a program to create art and making comparisons with working non-digitally.  (Microsoft Paint or similar) | **Online Safety**  **Online bullying**  **Programming Block A**  **Moving a robot**  Writing short algorithms and programs for floor robots and predicting program outcomes.  (Bee-bot, blue-bot) | **Online Safety**  **Managing online information**  **Data and information**  **Grouping data**  Exploring object labels, then using them to sort and group objects by properties.  (Google slides or Powerpoint) | **Online Safety**  **Health, Well-being and lifestyle**  **Creating Media**  **Digital writing**  Using a computer to create and format text, before comparing to writing non-digitally.  (Google Docs or Microsoft Word) | **Online Safety**  **Privacy and security**  **Copyright and ownership**  **Programming Block B**  **Programming animations**  Designing and programming the movement of a character on screen to tell stories.  (Scratch Jnr) |
| **Year 2** | **Online Safety**  **Self-image and identity**  **Online relationships**  **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) | **Online Safety**  **Online reputation**  **Creating Media**  **Digital photography** Capturing and changing digital photographs for different purposes.  (Digital camera/Ipads) | **Online Safety**  **Online bullying**  **Programming Block A**  **Robot algorithms** Creating and debugging programs and using logical reasoning to make predictions.  (Bee-bot, Blue-bot) | **Online Safety**  **Managing online information**  **Data and information**  **Pictograms**  Collecting data in tally charts and using attributes to organise and present data on a computer.  (j2data pictogram) | **Online Safety**  **Health, Well-being and lifestyle**  **Creating Media**  **Digital music**  Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.  (Chrome Music Lab) | **Online Safety**  **Privacy and security**  **Copyright and ownership**  **Programming Block B**  **Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.  (Scratch Jnr) |
| **Year 3** | **Online Safety**  **Self-image and identity**  **Online relationships**  **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) | **Online Safety**  **Online reputation**  **Creating Media**  **Stop frame animation**  Capturing and editing digital still images to produce a stop-frame animation that tells a story.  (iMotion) | **Online Safety**  **Online bullying**  **Programming Block A**  **Sequencing Sounds**  Creating sequences in a block-based programming language to make music  (Scratch) | **Online Safety**  **Managing online information**  **Data and information**  **Branching databases**  Building and using branching databases to group objects using yes/no questions.  (j2data Branch and Pictogram) | **Online Safety**  **Health, Well-being and lifestyle**  **Creating Media**  **Desktop Publishing**  Creating documents by modifying text, images, and page layouts for a specified purpose.  (Canva.com) | **Online Safety**  **Privacy and security**  **Copyright and ownership**  **Programming Block B**  **Events and actions in programs**  Writing algorithms and programs that use a range of events to trigger sequences of actions.  (Scratch) |
| **Year 4** | **Online Safety**  **Self-image and identity**  **Online relationships**  **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) | **Online Safety**  **Online reputation**  **Creating Media**  **Audio Production**  Capturing and editing audio to produce a podcast, ensuring that copyright is considered.  (Laptops-audacity) | **Online Safety**  **Online bullying**  **Programming Block A**  **Repetition in Shapes**  Using a text-based programming language to explore count-controlled loops when drawing shapes.  (FMSLogo/Turtle academy) | **Online Safety**  **Managing online information**  **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) | **Online Safety**  **Health, Well-being and lifestyle**  **Creating Media**  **Photo editing**  Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.  (Laptops-Paint.NET) | **Online Safety**  **Privacy and security**  **Copyright and ownership**  **Programming Block B**  **Repetition in games**  Using a block-based programming language to explore count-controlled and infinite loops when creating a game.  (Scratch) |
| **Year 5** | **Online Safety**  **Self-image and identity**  **Online relationships**  **Connecting systems and networks**  **Systems and searching**  Recognising IT systems in the world and how some can enable searching on the internet.  (Google Slides) | **Online Safety**  **Online reputation**  **Creating Media**  **Video Production**  Planning, capturing, and editing video to produce a short film.  (Microsoft Photos) | **Online Safety**  **Online bullying**  **Programming Block A**  **Selection in physical computing**  Exploring conditions and selection using a programmable microcontroller.  (Crumble controller) | **Online Safety**  **Managing online information**  **Data and information**  **Flat file databases**  Using a database to order data and create charts to answer questions.  (j2data Database) | **Online Safety**  **Health, Well-being and lifestyle**  **Creating Media**  **Introduction to vector graphics**  Creating images in a drawing program by using layers and groups of objects.  (Google Drawings/Publisher) | **Online Safety**  **Privacy and security**  **Copyright and ownership**  **Programming Block B**  **Selection in quizzes**  Exploring selection in programming to design and code an interactive quiz.  (Scratch) |
| **Year 6** | **Online Safety**  **Self-image and identity**  **Online relationships**  **Connecting systems and networks**  **Communication and collaboration**  Exploring how data is transferred by working collaboratively online.  (Google Slides) | **Online Safety**  **Online reputation**  **Creating Media**  **Webpage creation**  Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.  (Google sites) | **Online Safety**  **Online bullying**  **Programming Block A**  **Variables in games**  Exploring variables when designing and coding a game.  (Scratch) | **Online Safety**  **Managing online information**  **Data and information**  **Introduction to spreadsheets**  Answering questions by using spreadsheets to organise and calculate data.  (Google sheets/Excel) | **Online Safety**  **Health, Well-being and lifestyle**  **Creating Media**  **3D modelling**  Planning, developing, and evaluating 3D computer models of physical objects.  (Tinkercad) | **Online Safety**  **Privacy and security**  **Copyright and ownership**  **Programming Block B**  **Sensing movement**  Designing and coding a project that captures inputs from a physical device.  (Microbit and Microsoft Make Code) |