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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | Computing isn’t in the EYFS curriculumTeachers 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) |