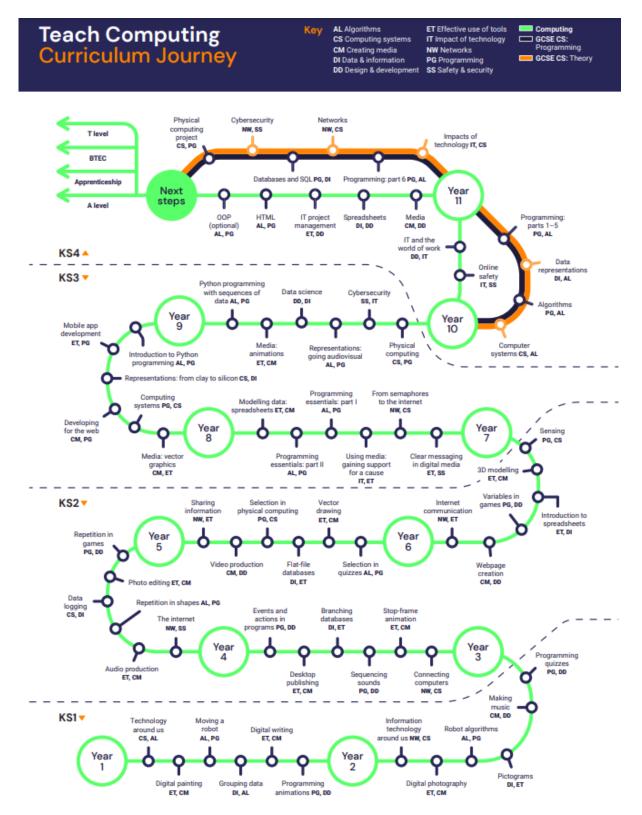
Below is the Teach Computing Curriculum Journey which detail how the programme provides children with the skills that they need to demonstrate their best in an increasingly digital age beginning at Year 1 and working through until the end of Year 11.



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Children in EYFS do	not access the Comp	uting National Curricul	lum. However to ensu	ire that they are set ι	p for success and to
			oad range of technolo	gical experiences throu	ugh the use of iPads, B	ee-Bots and the class
	interactive whiteboa	-	1	1		
Year 1	<u>Term focus</u> :	<u>Term focus</u> :	<u>Term focus</u> :	<u>Term focus</u> :	<u>Term focus</u> :	<u>Term focus</u> :
	Technology around	Digital painting	Moving a robot	Grouping data	Digital writing	Programming
	us					animations
	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:
	Children will	Children will use a	This unit introduces	Children will begin	Children will learn	Pupils are
	become familiar	variety of tools to	children to early	by using labels to	use software to	introduced to on-
	with components	explore and create	programming. They	categorise objects	create and change	screen
	of a computer by	their own digital	will explore using	into groups based	text. They will	programming and
	developing their	paintings by	commands and use	upon properties	become familiar	algorithms via
	keyboard and	drawing inspiration	the knowledge they	they choose. This	with typing on a	ScratchJr. They will
	mouse skills and	from other artists.	gain to predict the	will culminate in	keyboard, changing	explore the
	will begin to use		outcome of	the children sorting	fonts and consider the differences	appearance of a
	technology responsibly.		programmes.	objects into groups to answer data	between writing	project's sprites and background
	responsibly.			questions.	and typing.	and use their
				questions.	and typing.	developing skills to
						use, modify and
						create programs.
	Resources and	Resources and	Resources and	Resources and	Resources and	Resources and
	programmes:	programmes:	programmes:	programmes:	programmes:	programmes:
	Paintz.app	Paintz.app	Bee-Bots	<u></u> -	Keyboard	ScratchJr
					 Mouse 	
					Google	
					documents	
	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:
	Technology,	Paint program,	Bee-Bot, forwards,	Object, label,	Word processor,	ScratchJr,
	computer, mouse,	tool, paintbrush,	backwards, turn,	group, search,	keyboard, keys,	command, sprite,
	trackpad, keyboard,	erase, fill, undo,	clear, go,	image, property,	letters, type,	compare,
		shape tools, line	commands,	colour, size, shape,	numbers, space,	programming, area,

screen, double- click, typing.	tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers.	instructions, directions, left, right, route, plan, algorithm, program.	value, data set, more, less, most, fewest, least, the same.	backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design
National Curriculum links:	<u>National</u> Curriculum links:	<u>National</u> Curriculum links:	<u>National</u> Curriculum links:	<u>National</u> Curriculum links:	<u>National</u> Curriculum links:
 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 	 use technology purposefully to create, organise, store, manipulate and retrieve digital content 	 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 	 use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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 	 use technology purposefully to create, organise, store, manipulate and retrieve digital content 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 	 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

	they have concerns about content or contact on the internet or other online technologies.		simple programs. • recognise common uses of information technology beyond school.	other online technologies.	other online technologies.	simple programs. • use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Year 2	Term focus: Information technology around us Focus content:	Term focus: Digital photography Focus content:	Term focus: Robot algorithms Focus content:	Term focus: Pictograms Focus content:	Term focus: Digital music Focus content:	Term focus: Programming quizzes Focus content:
	The children will consider questions such as 'how is information technology being used for good in our lives?' before considering how technology is used responsibly.	Children will recognise that different devices can be used to capture photos and will gain experiences in capturing, editing and improving photos using software.	This unit builds upon the work done in 'Moving a robot' to develop the children's grasp of sequences and predictive reasoning. They will give commands in different orders and investigate how this changes the outcome. Furthermore, they will design and test algorithms as programs and debug them.	The children will begin to understand what data means and how it can be collected in tally charts. They will also, learn the term 'attribute' and use it this to organise data. Finally progressing on to presenting data in the form of pictograms and block diagrams. This data will then be used to answer questions.	Children will explore how music makes them think and feel. They will create patterns to make music with percussion instruments and digital tools. Their creations will be shared and compare the process of making music physically against making music digitally.	Learning from 'Programming animations' will be recapped and developed to consider the outcome of command sequences. They will then modify designs to create their own quiz questions in ScratchJr use block of code.

Reso	ources and	Resources and	Resources and	Resources and	Resources and	Resources and
prog	grammes:	programmes:	programmes:	programmes:	programmes:	programmes:
		 pixlr iPads Torches/lamps 	Bee-bots	• <u>J2e pictogram</u>	• <u>Music lab</u>	• ScratchJr
Info tech com	abulary bank: prmation nnology (IT), nputer, barcode, nner/scan.	Vocabulary bank: device, camera, photograph, capture, image, digital, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, framing, lighting.	Vocabulary bank: instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition.	Vocabulary bank: more than, less than, most, least, common, popular, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, objects, count, explain, attribute, group, same, different, conclusion, block diagram, sharing.	<u>Vocabulary bank</u> : music, quiet, loud, feelings, emotions, pattern, rhythm, pulse, pitch, tempo, rhythm, notes, create, emotion, beat, instrument, open, edit.	Vocabulary bank: sequence, command, program, run, start, outcome, predict, blocks, design, actions, sprite, project, modify, change, algorithm, build, match, compare, debug, features, evaluate, decomposition, code.
•	ional riculum links: use technology purposefully to create, organise, store, manipulate and retrieve digital content. recognise common uses of information	 <u>National</u> <u>Curriculum links</u>: use technology purposefully to create, organise, store, manipulate and retrieve digital content. recognise common uses of information 	National Curriculum links: • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by	NationalCurriculum links:• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully,	National Curriculum links: • use technology purposefully to create, organise, store, manipulate and retrieve digital content.	National Curriculum links: • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by

	 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. 	 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. 	 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. 	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.		 following precise and unambiguous instructions. create and debug simple programs. use logical reasoning to predict the behaviour of simple programs.
Year 3	Term focus: Connecting	Term focus: Stop-frame	<u>Term focus</u> : Sequencing sounds	Term focus: Branching	Term focus: Desktop publishing	Term focus: Events and actions
	computers	animations		databases		in programs
	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:
	The children will	The children will	The unit will	Children will	Children will	This unit will
	develop their	create stop-frame	explore sequencing	develop an	become familiar	consolidate prior
	understanding of	animations using	programming	understanding of	with the terms	learning relating to
	digital devices with	tablets. This will be	through Scratch.	what a branching	'text' and 'images',	sequencing by
	a focus on inputs,	developed to	The children will be	database is and	understanding that	moving a sprite in
	process and	create a story- based animation	introduced to the	how they can	they can be used to communicate	four directions (up,
	outputs. They will start by	that incorporates	programme where they will select	create one using yes/no questions to	messages. They will	down, left and right). This will be
	comparing digital	learning from the	motion, sound and	gain an	also use desktop	explored within the
			motion, sound and	Bailt all		capiored within the

and non-digital devices before being introduced to network infrastructure devices like routers and switches.	topic 'digital music' as children add music into their animation. <u>Resources and</u>	event blocks to create their own programs. Ultimately the children will be make a representation of a piano.	understanding of what attributes are and how they are used to sort groups of objects. Over the course of this unit the children will create physical and on-screen branching databases. <u>Resources and</u>	publishing software to make careful choices about font, size, colour and typing to improve upon premade documents. They will being adding text and images to create their own piece of work using software. <u>Resources and</u>	context of a maze. The children will be introduced to programming extensions using pen blocks.
programmes:	 programmes: iPads 	 programmes: Scratch 	 programmes: J2e database 	 programmes: Canva 	 programmes: Scratch
	• <u>iMotion</u>		tools	This will require parental consent found <u>here</u> .	
Vocabulary bank: digital device, input, process, output, programme, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets.	Vocabulary bank: animation, flip book, stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.	Vocabulary bank: Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order,	Vocabulary bank: attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.	Vocabulary bank: text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy,	Vocabulary bank: motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.

National	National	note, chord, algorithm, bug, debug, code. National	National	paste, purpose, benefits. National	National Curriculum links:
Curriculum links: • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • 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	Curriculum links: • 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,	Curriculum links: • 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	Curriculum links: • 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	Curriculum links: 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 	Curriculum links: • 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
• select, use and combine a	respectfully and	some simple algorithms		given goals, including	some simple algorithms

	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	responsibly, recognise acceptable/ unacceptable behaviour, identify a range of ways to report concerns about content and contact.	 work and to detect and correct errors in algorithms and programs 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 		collecting, analysing, evaluating and presenting data and information	 work and to detect and correct errors in algorithms and programs 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
Year 4	Term focus: The internet	Term focus: Audio production	Term focus: Repetition in shapes	Term focus: Data logging	Term focus: Photo editing	Term focus: Repetition in games
	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:

Prior knowledge of networks will be drawn upon to appreciate the internet as a network of networks which should be kept secured. The children will be given opportunities to explore the World Wide Web for themselves to learn about who owns content, what they can access, add and create. This will culminate in children evaluating online content to determine how honest, accurate or reliable it is and to understand the impact of false information.	work of others.	The first of two programming unites in Year 4, the children will look at repetition and loops within programming to create programmes by planning, modifying and testing commands to create shapes and patterns.	The children will consider how and why data is collected over time. They will compare the senses that humans use to experience the world and how computers can use special input devices called sensor to monitor the environment, collecting data as well as accessing data captured over long periods of time, the children will use computers to review and analyse data.	The children will build upon their understanding of how digital images can be changed and edited, and how they can be resaved and reused. They will reflect upon the impact that editing images can have and evaluate whether their choices are effective.	This unit will explore the concept of repetition in programming using Scratch. Children will draw upon their learning in 'Repetition in shapes' to discover similarities between the different coding environments. They will learn about the differences in count-controlled and infinite loops and use the knowledge to alter existing animations and games using repetition.
Resources and programmes: • <u>Chrome Music</u> <u>Lab</u>	Resources and programmes: • <u>Audacity</u> • Microphones • Headphones	Resources and programmes: • <u>TurtleAcademy</u>	Resources and programmes: • iPads • <u>Arduino</u> <u>science journal</u>	Resources and programmes: <u>Befunky photo</u> <u>editor</u> •	Resources and programmes: • Scratch

				<u>data logging</u> <u>app</u>		
inter route swite point web routi brow Wide conte use, shari perm infor accu	ibulary bank: rnet, network, er, security, ch, server, less access t (WAP), site, web page, address, ing, web vser, World e Web, ent, links, files, download, ing, ownership, nission, rmation, rate, honest, ent, adverts.	Vocabulary bank: audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback.	Vocabulary bank: Logo (programming environment), program, turtle, commands, code snippet, algorithm, design, debug, pattern, repeat, repetition, count- controlled loop, value, trace, decompose, procedure.	Vocabulary bank: data, table, layout, input device, sensor, logger, logging, data point, interval, analyse, dataset, import, export, logged, collection, review, conclusion.	Vocabulary bank: image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue, saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real, composite, cut, copy, paste, alter, background, foreground, zoom, undo, font.	Vocabulary bank: Scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count- controlled loop, costume, repetition, forever, animate, event block, duplicate, modify, design, algorithm, debug, refine, evaluate.
Natio Curri	onal iculum links:	National Curriculum links:	National Curriculum links:	National Curriculum links:	National Curriculum links:	National Curriculum links:
c r i t	understand computer networks ncluding the nternet; how chey can provide	 use search technologies effectively, appreciate how results are selected and ranked, and be 	 design, write and debug programs that accomplish specific goals, including controlling or 	 use sequence, selection, and repetition in programs; work with variables and various forms of input 	 select, use and combine a variety of software (including internet services) on a 	 design, write and debug programs that accomplish specific goals, including controlling or
	nultiple	discerning in	simulating	and output.	range of digital	simulating

services, such	evaluating	physical	• select, use and	devices to	physical
as the world	digital content.	systems; s	-	design and	systems; solve
wide web; and	 select, use and 	problems		create a range	problems by
the	combine a	decompos		of programs,	decomposing
opportunities	variety of	them into	(including	systems and	them into
they offer for	software	smaller pa		content that	smaller parts.
communication	(including	 use seque 		accomplish	 use sequence,
and	internet	selection,		given goals,	selection, and
collaboration.	services) on a	repetition		including	repetition in
 use search 	range of digital	programs;		collecting,	programs; work
	devices to	with varial	•	analysing,	with variables
technologies effectively,	design and	and variou	0	evaluating and	and various
<i>,</i> ,	•			presenting data	
appreciate how results are	create a range	forms of in		and	forms of input
selected and	of programs,	and outpu		information	and output.
	systems and	use logical			 use logical
ranked, and be	content that	reasoning		 use technology 	reasoning to
discerning in	accomplish	explain ho	-	safely,	explain how
evaluating	given goals,	some simp	-	respectfully	some simple
digital content	including	algorithms		and	algorithms
• select, use and	collecting,	work and t	•	responsibly;	work and to
combine a	analysing,	detect and		recognise	detect and
variety of	evaluating and	correct err		acceptable/	correct errors
software	presenting data	in algorith		unacceptable	in algorithms
(including	and	and progra		behaviour;	and programs.
internet	information	• select, use		identify a range	
services) on a	use technology	combine a		of ways to	
range of digital	safely,	variety of		report	
devices to	respectfully	software		concerns about	
design and	and	(including		content and	
create a range	responsibly;	internet		contact.	
of programs,	recognise	services) o			
systems and	acceptable/	range of d	igital		
content that	unacceptable	devices to			

	accomplish	hohoviouri	decign and			
	accomplish	behaviour;	design and			
	given goals,	identify a range	create a range			
	including	of ways to	of programs,			
	collecting,	report	systems and			
	analysing,	concerns about	content that			
	evaluating and	content and	accomplish			
	presenting data	contact	given goals,			
	and		including			
	information		collecting,			
	 use technology 		analysing,			
	safely,		evaluating and			
	respectfully		presenting data			
	and		and			
	responsibly;		information			
	recognise					
	acceptable/					
	unacceptable					
	behaviour;					
	identify a range					
	of ways to					
	report					
	concerns about					
	content and					
	contact					
Year 5	Term focus:	Term focus:	Term focus:	Term focus:	Term focus:	Term focus:
	Systems and	Video production	Selection in	Flat-file databases	Introduction to	Selection in quizzes
	searching		physical computing		vector graphics	
	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:	Focus content:
	The children will	In this unit the	The children will	Children will look at	The children will	Pupils develop their
	develop their	children will learn	use physical	how to organise	learn how to use	knowledge of
	understanding of	how to create short	computing to	data in records	drawing tools to	selection by
	computer systems	videos in groups by	explore selection in	using a flat-file	create images using	revisiting how
	and how	developing the	programming using	data-base. They will	shapes and lines.	conditions can be

information is	skills of capturing,	Crumble. They will	use tools within a	This develops into	used in programs.
transferred	editing and	be introduced to a	database to order	children learning to	They will then learn
between systems	manipulating video.	microcontroller and	and answer	layering, grouping	how the 'If
and devices. They		learn how to	questions about	and duplicating	Then Else'
will consider small-		connect and	data.	objects to support	structure can be
scale systems as		programme	This will involve the	the creation of	used to select
well as large-scale		components	creation of graphs	more complex	different outcomes
systems.		(including output	and charts based	pieces of work.	depending upon
This will build on		devices – LEDs and	upon real-life data		whether the
previous learning		motors) by applying	to help solve		condition is true or
as the children		their existing	problems.		false.
explain the input,		programming			This will be
output and process		knowledge.			represented in
aspects of various		They will be			algorithms which
real-world systems.		introduced to			will be used in
		conditions as a			constructing
		means of			programmes using
		controlling the flow			Scratch.
		of actions and			
		make use of their			
		knowledge of			
		repetition and			
		conditions.			
Resources and	Resources and	Resources and	Resources and	Resources and	Resources and
programmes:	programmes:	programmes:	programmes:	programmes:	programmes:
	 iPads 	Crumble		Google	Scratch
	Open Shot	Crumble		Drawing	
	Video Editor	controller			
		 Light sensor 			
		• Push switch			
Vocabulary bank:	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:	Vocabulary bank:

System, connection, digital, input, process, output, protocol, address, packet, chat, explore, slide deck, reuse, remix, collaboration.	Video, audio, recording, storyboard, script, soundtrack, dialogue, capture, zoom, storage, digital, tape, AV (audiovisual), videographer, video techniques, zoom, pan, tilt, angle, YouTuber, content, camera, colour, export, trim/clip, titles, end credits, timeline, transitions, soundtrack, retake/reshoot, special effects, constructive feedback.	Microcontroller, controller, components, LED, crocodile clips, connect, battery, program, repetition, infinite loop, count- controlled loop, condition, true, false, input, action, selection, motor, switch, algorithm, debug, evaluate.	Database, data, information, record, field, sort, order, group, search, criteria, value, graph, chart, axis, compare, filter, presentation.	Vector, drawing tools, shapes, object, icons, toolbar, move, resize, colour, rotate, duplicate/copy, zoom, select, alignment grid, handles, consistency, modify, layers, front, back, copy, paste, group, ungroup, reuse, improvement, evaluate, alternatives.	Selection, condition, true, false, count- controlled loop, outcomes, conditional statement – the linking together of a condition and outcomes, algorithm, program, debug, implement, question, answer, task, input, outcomes, test, run, setup, share, evaluate, constructive.
National	National	National	National	National	National
Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:
• design, write	• use search	design, write	• use search	select, use and	• design, write
and debug	technologies	and debug	technologies	combine a	and debug
programs that	effectively,	programs that	effectively,	variety of	programs that
accomplish	appreciate how	accomplish	appreciate how	software	accomplish
specific goals,	results are	specific goals,	results are	(including	specific goals,
including	selected and	including	selected and	internet	including
controlling or	ranked, and be	controlling or	ranked, and be	services) on a	controlling or
simulating	discerning in	simulating	discerning in	range of digital	simulating

physical	evaluating		physical		evaluating	devices to		physical
systems; solve	digital content		systems; solve		digital content.	design and		systems; solve
problems by	 select, use and 		problems by	•	select, use and	create a range		problems by
decomposing	combine a		decomposing	-	combine a	of programs,		decomposing
them into	variety of		them into		variety of	systems and		them into
smaller parts.	software		smaller parts.		software	content that		smaller parts.
 use sequence, 	(including	•	use sequence,		(including	accomplish		use sequence,
selection, and	internet	•	selection, and		internet	given goals,	-	selection, and
repetition in	services) on a		repetition in		services) on a	including		repetition in
programs; work	range of digital		programs; work		range of digital	collecting,		programs; work
with variables	devices to		with variables		devices to	analysing,		with variables
and various	design and		and various		design and	evaluating and		and various
forms of input	create a range		forms of input		create a range	presenting data		forms of input
and output.	of programs,		and output.		of programs,	and		and output.
 understand 	systems and	•	use logical		systems and	information.	•	use logical
computer	content that	•	reasoning to		content that		•	reasoning to
networks	accomplish		explain how		accomplish			explain how
including the	given goals,		some simple		given goals,			some simple
internet; how	including		algorithms		including			algorithms
they can	collecting,		work and to		collecting,			work and to
provide	analysing,		detect and		analysing,			detect and
multiple	evaluating and		correct errors		evaluating and			correct errors
services, such	presenting data		in algorithms		presenting data			in algorithms
as the world	and		and programs.		and			and programs.
wide web; and	information.	•	select, use and		information.		•	select, use and
the	 use technology 	•	combine a				•	combine a
opportunities	safely,		variety of					variety of
they offer for	respectfully		software					software
communication	and		(including					(including
and	responsibly;		internet					internet
collaboration	recognise		services) on a					services) on a
 select, use and 	acceptable/		range of digital					range of digital
combine a	unacceptable		devices to					devices to
combine a	anacceptable	L		L			I	

	variety of	behaviour;	design and			design and
	software	identify a range	create a range			create a range
	(including	of ways to	of programs,			of programs,
	internet	report	systems and			systems and
	services) on a	concerns about	content that			content that
	range of digital	content and	accomplish			accomplish
	devices to	contact.	given goals,			given goals,
	design and	contact.	including			including
	e e		collecting,			collecting,
	create a range		0.			•
	of programs,		analysing,			analysing,
	systems and content that		evaluating and presenting data			evaluating and presenting data
	accomplish		and			and
	•		information.			information.
	given goals, including		information.			information.
	collecting,					
	analysing,					
	evaluating and					
	Jan San San San San San San San San San S					
	presenting data and					
No o v C	information. Term focus:	Term focus:	Term focus:	Term focus:	Term focus:	Term focus:
Year 6						
	Communication	Web page creation	Variables in games	Spreadsheets	3D modelling	Sensing movement
	and collaboration		Focus content:			Focus content:
	Focus content: The children will	Focus content:	Children will learn	Focus content: Children will be	Focus content:	As the final KS2
	learn how data is	In this unit, the children will	what variables are	introduced to	In this unit, children will	
	transferred over	consider how	and relate them to			programming unit, the children will
				spreadsheets as a	produce 3D	
	the internet	websites are	real-world	means of	models. Initially,	apply all four
	through addressing	created for a	examples of values	organising data into	they will familiarise	elements of the
	and data packets,	chosen purpose,	that can be set and	columns and rows	themselves with	programming
	eventually moving	identifying what	change.	to create their own	working in a 3D	constructs
	on to how internet			data sets.	space by moving,	(sequencing from

facilitates communicate and share projects. This will culminate in the children learning how to communicate responsibly by considering what should and should not be shared on the internet.	makes a good webpage. They will use this information to design and reflect upon a website of their own creation. Specific attention will be given to copyright, fair use, aesthetics of a website and navigation paths.	They will then modify and experiment with variables in existing projects before they create their own game in Scratch.	They will be taught the importance of formatting to support calculations and will be introduced to formulas and being to understand how they can be used to produce calculated data to answer questions and plan an event.	resizing and duplicating objects. They will eventually create hollow objects using placeholders and combine multiple objects. Eventually, by examining the benefit of grouping and ungrouping 3D objects, the children will plan, develop and evaluate their own 3D model of a building.	Year 3, repetition from Year 4, selection from Year 5 and variables that were introduced in Year 6). Children will be introduced to the micro:bit as an input, output device that can be programmed. This will culminate in the children making a micro:bit-based step counter by testing and debugging their
Resources and programmes: • Scratch	Resources and programmes: • Google Sites	Resources and programmes: • Scratch	Resources and programmes: • Google Sheets	Resources and programmes: • <u>Tinkercad</u>	code. Resources and programmes: • Micro:bit • <u>Makecode</u> <u>micro:bit</u> <u>website</u>
Vocabulary bank: Search, search engine, Google, Bing, Yahoo, Swisscows, DuckDuckGo, refine. index,	Vocabulary bank: Website, web page, browser, media, Hypertext Markup Language (HTML), layout, header, media, purpose,	Vocabulary bank: Variable, change, name, value, set, design, algorithm, code, task, artwork, program, project, code, test, debug,	Vocabulary bank: Spreadsheet, data, data heading, data set, cells, columns and rows, data item, format, common attribute,	Vocabulary bank: 2D, 3D, 3D object, 3D space, view, resize, colour, lift, rotate, position, select, duplicate, dimensions,	Vocabulary bank: Micro-bit, MakeCode, input, process, output, flashing, USB, selection, condition, if

crawler, bot, optimisation, links, web crawlers, content creator, ranking, communication, internet, public, private, one-way, two-way, one-to-	copyright, fair use, evaluate, preview, device, breadcrumb, trail, navigation, hyperlink, subpage, implication, external link, embed.	improve, evaluate, share.	formula, calculation, call reference, sigma, graph, evaluate, results, comparisons, questions, software, tools, data, propose.	placeholder, hole, group, ungroup, modify, evaluate, improve.	then else, variable, random, navigation, design, task, step counter, plan, create, code, test, debug.
one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround. National	National	National	National	National	National
Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:	Curriculum links:
 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 	 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 	 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 	 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, 	 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, 	 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
collaboration	services) on a	repetition in	including	including	repetition in

	ا د ۱۰ از گم مسیدها از از از ۱۰ از ۱		تتناهم المع	م مال م م ان م	
	ct, use and range of digital		0.	collecting,	programs; work
	bine a devices to	with variable	, 0,	analysing,	with variables
	ety of design and	and various	evaluating and	evaluating and	and various
softv	e e e e e e e e e e e e e e e e e e e	forms of inp		presenting data	forms of input
(inclu	uding of programs,	and output.	and	and	and output.
inter	•	 use logical 	information.	information.	 use logical
servi	ices) on a content that	reasoning to		 use technology 	reasoning to
range	e of digital accomplish	explain how		safely,	explain how
devid	ces to given goals,	some simple	2	respectfully	some simple
desig	gn and including	algorithms		and	algorithms
creat	te a range collecting,	work and to		responsibly;	work and to
of pr	rograms, analysing,	detect and		recognise	detect and
syste	ems and evaluating and	correct error	ſS	acceptable/	correct errors
conte	ent that presenting data	in algorithms	s	unacceptable	in algorithms
acco	omplish and	and program	ns.	behaviour;	and programs.
giver	n goals, information.	• select, use a	nd	identify a range	• select, use and
inclu	uding • use technology	combine a		of ways to	combine a
colle	ecting, safely,	variety of		report	variety of
analy	ysing, respectfully	software		concerns about	software
evalu	uating and and	(including		content and	(including
prese	enting data responsibly;	internet		contact	internet
and	recognise	services) on	а		services) on a
infor	rmation acceptable/	range of digi	tal		range of digital
• use t	technology unacceptable	devices to			devices to
safel	ly, behaviour;	design and			design and
respe	ectfully identify a range	e create a rang	ge		create a range
and	of ways to	of programs,	- ,		of programs,
respo	onsibly; report	systems and			systems and
	ognise concerns about				content that
	eptable/ content and	accomplish			accomplish
	cceptable contact	given goals,			given goals,
	aviour;	including			including
	tify a range	collecting,			collecting,

	of ways to	analysing,	analysing,
	report	evaluating and	evaluating and
	concerns about	presenting data	presenting data
	content and	and	and
	contact.	information.	information.
To help with our impl	ementation of the computin	curriculum, we have a variety of hardware devices availa	ple across the school including:
iPads			
laptops			