




























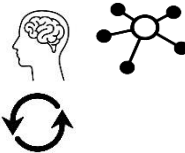














Subject: Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Developing basic skills</u> - operating basic equipment, turning on and off</p> <p>Operating mechanical toys, wind up, pull back,</p> <p>Operating simple equipment - CD player, on, off, play, pause, Explore how things work.</p> <p>Select and use toys and apps, with help when needed, that helps them to achieve a goal they have chosen, or one which is suggested to them</p> 		<p>Showing an interest in using real objects, tablets, cameras,</p> <p>Making toys work by pressing buttons or lifting flaps.</p> <p>Using computers with support - Beginning to visit computer suite to develop simple mouse skills with left button. To find some recognisable letters on a keyboard and press them when prompted.</p> <p>Begin to show accuracy and care when drawing with one finger</p> <p>E-safety</p> <p>Following the rules and knowing why they are important (taught through PHSE and extended provisions)</p> 		<p>Interacting with a simple program on a computer, eg. 2simple Draw to develop motor skills with support.</p> <p>Begin to show accuracy and care when drawing with one finger. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Begin to draw with increasing detail, such as representing a face with a circle and including details.</p> 	
Reception	Logging on in	Firework pictures	Opening apps on Ipad	Using beebot software -	Photography (Ipads)	Changes over time

	<p>Navigating programs</p> <p>CD Player - Harvest Songs</p> <p>Past and present experiences</p> <p>Research tool - Google with support- Comment on images of familiar situations in the past.</p> <p>E-Safety Classroom rules and respectful relationships (taught through PSHE and extended provisions)</p> 	<p>Diwali - festival of lights</p> <p>Begin to draw with increasing complexity, such as using colour and effect.</p> <p>CD Player - Christmas Songs</p> <p>Special times for families and friends</p> <p>Beginning to show accuracy and care when drawing when using a mouse</p> 	<p>moving between apps and closing apps using one finger with greater control</p> 	<p>Understanding a question or instruction that has two parts, such as click the mouse button then</p> 	<p>Similarities and differences of living things - plants/animals</p> <p>With support, log into and log out of a computer</p> <p>use the keyboard to enter letters strings to form words and short sentences</p> 	
<p>Year 1</p>	<p>Computer Literacy</p> <p><i>To ask questions about how</i></p>	<p>Online Safety</p> <p><i>To understand who/where to go if</i></p>	<p>Coding</p> <p><i>To write simple instructions</i></p>	<p>Graphics/Digital videos</p>	<p>Sound</p> <p><i>with support, use music software to</i></p>	<p>Research</p> <p><i>To understand that information</i></p>

	<p>computers 'think' (sequentially) To understand that computers operate using algorithms; as a set of instructions Recognise ICT and its uses outside of school</p> <p>Word Processing put text on screen use upper and lower case use the Space bar to leave a space between words use the Enter key to create a new line use the Shift key to make a capital letter</p> 	<p>they have concerns about content or contact online</p> 	<p>(algorithms) to be used in a simple application (beebots, Scratch Jr, instruction writing)</p> <p>To find simple errors (debug) in instructions (algorithms) with support</p> 	<p>use a digital camera or digital video camera to take pictures with support, add captions or sound to digital pictures or video</p> 	<p>experiment, create and play their own compositions</p> 	<p>can be found using the internet</p> 
Year 2	<p>Computer Literacy To answer simple questions about what they are doing by thinking</p>	<p>Online Safety To understand who they can safely communicate with online and the</p>	<p>Graphics/Digital videos with support, be able to do simple manipulation of</p>	<p>Scratch Jr) understand that , once programmed a programmable robot/app can</p>	<p>Research With support, use apps / programs / websites to find information</p>	<p>Pictograms Entering data Attributes</p>

	<p>computationally (what will happen if...?) Word Processing</p> <p>change the font style change the font size change the font colour</p> 	<p>consequences of our actions online</p> 	<p>images using an art package (Photobooth app/word) be able to use an art package to create an image (painting, poster etc)</p> 	<p>repeat the same instructions plan and create a sequence of instructions to a move a programmable sprite</p> 	<p>including simple search engines with support (Favourites file, hyperlinks set up by the teacher)</p> <p>use the Internet / apps to find information for a topic</p> 	<p>Comparing data and presenting information</p> 
Year 3	<p>Word processing Printing Editing documents Using file storage to save and retrieve work</p> 	<p>Presentation and research + Email</p> 	<p>Search Engines / Online Safety Choosing appropriate information</p> 	<p>Movie Maker/Video</p> 	<p>Drawing and desktop publishing - Canva</p> 	<p>Coding - Scratch 3 Shapes and debugging</p> 
Year 4	<p>Word processing</p> 	<p>Online safety (Twinkl) Data logger (Science)</p> 	<p>Animation</p> 	<p>Coding Physical computing - LEGO Spike</p> 	<p>Data Handling (simple spreadsheets)</p> 	<p>Photo editing</p> 

Year 5	<p>Presentation and research Powerpoint presentation of about the Rainforest.</p> 	<p>Coding - Scratch. Developing a maze game.</p>	<p>Coding - Scratch Designing a more complex labyrinth game Networks and online safety</p> 	<p>3D modelling (Twinkl)/ E-safety Online relationships and how they differ in person (Taught through PHSE)</p> 	<p>Webpage Design. Newcastle bridges.</p> 	<p>Radio station-podcasts</p> 
Year 6	<p>Digital writing Using Microsoft Office Word, Publisher, PowerPoint, email create hyperlinks for resources made or found</p> 	<p>Coding-Physical computing Variables in games Crumbles</p> <p>create patterns using repeated simple procedures test, modify and improve Scratch code</p> 	<p>Spreadsheets -</p> 	<p>Media Film making/ green screen- Twinkl</p> <p>E-safety- One day creative Respectful behaviour online and offline (taught through PHSE)</p> 	<p>Internet Safety How does the internet work?</p> 	<p>Multimedia - Leavers' PowerPoint, video and images</p> 