Year Group	Autumn 1 Digital Literacy Self-image and Identify	Autumn 2 Information Technology *Skills to be applied in other areas of the curriculum later on in the year* Online Relationships Online Reputation	Spring 1 Computer Science Online Bullying	Spring 2 Information Technology Managing Online Information	Summer 1 Computer Science Health, Wellbeing and Lifestyle Privacy and security	Summer 2 Copyright and ownership
R	**Think u Know: Jessie & Friends** https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 1 – Watching videos	**IPad – Basic use** Teach how to turn on the IPad How to open an app/close an app Teach a monster to read app Cbeebies app	**Blue Bots** http://code-it.co.uk/wp-content/uploads/2018/05/receptionbeebotplan.pdf Children begin to explore Blue Bots and begin to understand how to input algorithms.	**IPad/Computers – Drawing** Linked to current topic, children will use a range of drawing programs to create drawings.	**Blue Bots** http://code-it.co.uk/wp-content/uploads/2018/05/y1beebotplan.pdf Children learn how to construct algorithms through programming Bee-Bots with instructions to meet a specific goal.	**iPad – Photography project** Children learn how to take pictures using an Ipad and how to add filters Outcome- Online/class gallery
1	**Think u Know: Jessie & Friends** https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Episode 2 – Sharing pictures **Computing systems and networks – Technology around us** Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.	**Creating Media – Digital writing** **Word Processor** Promote your learners' understanding of the various aspects of using a computer to create and change text. Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.	**Programming A – Moving a Robot** This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program.	**Data and Information - Grouping Data** This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.	**Programming B – Introduction to animation** This unit introduces learners to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms	**Creating media – Digital painting** Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists.
2	**Computing systems and networks – IT around us** How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	**Creating Media – Making Music** Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration. Finally, learners will share their	**Programming A – Robot Algorithm** This unit develops pupils' understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome.	**Data and information – Pictograms** This unit introduces the learners to the term 'data'. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams.	**Programming B – An introduction to quizzes** Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code.	**Creating media – Digital photography** Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images

		creations and compare creating music digitally and non-digitally.				they see may not be real.
3	**Computing systems and networks – Connecting computers** Challenge learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs.	**Creating Media - Desktop publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Programming A – Sequence in Music** This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners.	**Creating Media – Animation** Learners will use a range of techniques to create a stop-frame animation using tablets.	**Programming B – Events and actions** This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. The unit concludes with learners designing and coding their own maze tracing program.	**Data and information – Branching databases** During this unit, learners will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them
4	**Computing systems and networks – The Internet** Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.	**Data and information - Data Logging** In this unit, pupils will learn how computers can use special input devices called sensors to monitor the environment and use a computer to record their findings.	**Creating media – Photo editing** In this unit, learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused.	**Programming A – Repetition in Shapes** This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming.	**Creating Media – Audio editing** In this unit, learners will use Audacity to produce a podcast, which will include editing their own work, adding multiple tracks and opening and saving audio files.	**Programming B – Repetition in Games** This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A.
5	**Computing systems and networks – Sharing information** In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices.	**Data and information – Flat-file databases** Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems.	**Programming A – Selection in Physical Computing** In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment.	**Creating Media – Video editing** This unit gives learners the opportunity to learn how to create short videos in groups. Learners are guided with step-by-step support to take their idea from conception to completion.	**Programming B – Selection in quizzes** In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.	**Creating media – Vector drawing** In this unit learners will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers.
6	**Computing systems and networks – Communication** In this unit, the class will learn about the World Wide Web as a communication tool.	**Data and information – spreadsheets** This unit introduces the learners to spreadsheets. Learners	**Programming A- Variable in Games** This unit explores the concept of variables in programming through games in Scratch. First, pupils	**Creating Media – Web page creation** This unit introduces learners to the creation of websites for a chosen	**Programming B- Sensing** This unit is the final KS2 programming unit and brings together elements of all the four programming constructs:	**Creating media – 3D Modelling** During this unit, learners will develop their knowledge and

		will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data.	will learn what variables are, and relate them to real-world examples of values that can be set and changed.	purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.	sequence from year 3, repetition from year 4, selection from year 5 and variables, introduced in year 6, programming A.	understanding of using a computer to produce 3D models.