Viridis Schools The Federation of Orchard Primary School, Southwold Primary School, Hoxton Garden Primary School

Computing Curriculum

Computing Whole School Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Computer Science** Outcome: Instructions Software: Daisy Dino	**Information Technology** Outcome: Graphics Software: Pic Collage / Google Docs	**Computer Science** Outcome: Logo Software: BeeBots/2Logo	**Computer Science** Outcome: Coding Software: Purple Mash	**Information Technology** Outcome: Digital Text Software: Book Creator	**Digital Literacy** Outcome: Video Software: IMovie
Year 2	**Digital Literacy** Outcome: Internet Search Software: Internet / Google Doc	**Computer Science** Outcome: Logo Software: 2Logo / Scratch	**Digital Literacy** Outcome: Video Software: Imovie	**Digital Literacy** Outcome: Email Software: 2Email	**Information Technology** Outcome: Branching Database Software: 2Question	**Computer Science** Outcome: Instructions Software: Espresso (Unit 2b)
Year 3	**Computer Science** Outcome: Logo Software: Purple Mash 2Logo / Scratch	**Computer Science** Outcome: Programming Software: 2Code	**Computer Science** Outcome: Programming Software: Scratch	**Digital Literacy** Outcome: eBook Software: Google Slides	**Information Technology** Outcome: Spreadsheet Software: Excel	**Information Technology** Outcome: Graphics Software: Paint Programme
Year 4	**Digital Literacy** Outcome: Animation Software: Pivot Animator / I Can Animate (App)	**Information Technology** Outcome: Data Base Software: 2Investigate	**Computer Science** Outcome: Animations Software: Espresso Coding (Unit 4b)	**Digital Literacy** Outcome: Email Software: 2Email	**Digital Literacy** Outcome: Photo Story Software: Windows Media Player	**Computer Science** Outcome: Quiz Software: Scratch
Year 5	**Computer Science** Outcome: Computer Game Software: Scratch	**Information Technology** Outcome: 3d Modelling Software: Sketch Up	**Information Technology** Outcome: Spread sheet Software: Microsoft Excel	**Computer Science** Outcome: Website Building Software: Espresso HTML (Unit 1)	**Digital Literacy** Outcome: Podcast Software: GarageBand	**Computer Science** Outcome: Website Building Software: Espresso HTML (Unit 2)
Year 6	**Digital Literacy** Outcome: Film Software: We Video	**Information Technology** Outcome: Spreadsheet Software: Microsoft Excel	**Computer Science** Outcome: Computer Game Software: Purple Mash	**Computer Science** Outcome: Website Building Software: Espresso HTML (Unit 3)	**Information Technology** Outcome: 3d Modelling Software: Sketch Up	**Digital Literacy** Outcome: E Safety Software: None

Progression of Skills in Computing

	Computer Science	Information Technology	Digital Literacy	E-Safety
Year 1	• Understand what algorithms are • Create simple programs	• Use technology purposefully to create digital content • Use technology purposefully to store digital content • Use technology purposefully to retrieve digital content	• Use technology safely • Keep personal information private • Recognise common uses of information technology beyond school	• Make decisions about whether or not statements or images found on the internet are likely to be true. • Identify different devices that can go on the internet, and separate those that do not. • Identify what things count as personal information. • Identify when inappropriate content is accessed and act appropriately. • Know how and why ICT is used in the home. • Login and log out of devices in a public domain (school) using shared class login details.
Year 2	• Understand that algorithms are implemented as programs on digital devices • Understand that programs execute by following precise and unambiguous instructions • Debug simple programs • Use logical reasoning to predict the behaviour of simple programs	• Use technology purposefully to organise digital content Use technology purposefully to manipulate digital content	• Use technology respectfully • Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	• Identify obviously false information in a variety of contexts. • Recognise that a variety of devices (Xbox, PSP etc. as well as computers and phones) connect users with other people. • Identify personal information that should be kept private. • Consider other people's feelings on the internet. • Create and use top safety tips. • Login and log out of devices in a public domain (school) using shared class login details
Year 3 and 4	• Write programs that accomplish specific goals • Use sequence in programs • Work with various forms of input • Work with various forms of output	• Use search technologies effectively • Use a variety of software to accomplish given goals • Collect information • Design and create content • Present information	• Use technology responsibly Identify a range of ways to report concerns about contact	**Year 3** • Question the "validity" of what they see on the internet. • Use a browser address bar not just search box and shortcuts. • Think before sending and suggest consequences of sending/posting. • Recognise online behaviours that would be unfair. • Log in and log out of devices in a public domain (in school). Know that passwords do not need to be private in a secure, public (school) domain. **Year 4** • Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles). • Make judgments in order to stay safe, whilst communicating with others online. • Tell an adult if anything worries them online. • Identify dangers when presented with scenarios, social networking profiles, etc. • Articulate examples of good and bad behaviour online. • Log in and log out of devices in a public domain (in school). Know that passwords do not need to be private in a secure, public school domain.
Year 5	• Design programs that accomplish specific goals • Design and create programs • Debug programs that accomplish specific goals • Use repetition in programs • Control or simulate physical systems • Use logical reasoning to detect and correct errors in programs • Understand how computer networks can provide multiple services, such as the World Wide Web • Appreciate how search results are selected	• Select a variety of software to accomplish given goals • Select, use and combine internet services • Analyse information • Evaluate information • Collect data • Present data	• Understand the opportunities computer networks offer for communication • Identify a range of ways to report concerns about content • Recognise acceptable/unacceptable behaviour	• Judge what sort of privacy settings might be relevant to reducing different risks. • Judge when to answer a question online and when not to. • Be a good online citizen and friend, not a digital bystander. • Articulate what constitutes good behaviour online. • Find and cite the web address for any information or resource found online. • Use different sources to double check information found. • Explain the difference between logging in and logging out of public and private domains using devices within school and be able to explain why personal passwords are not appropriate for a secure, public school domain.
Year 6	• Solve problems by decomposing them into smaller parts • Use selection in programs • Work with variables • Use logical reasoning to explain how some simple algorithms work Use logical reasoning to detect and correct errors in algorithms • Understand computer networks, including the internet • Appreciate how search results are ranked	• Combine a variety of software to accomplish given goals • Select, use and combine software on a range of digital devices • Analyse data • Evaluate data • Design and create systems	• Understand the opportunities computer networks offer for collaboration • Be discerning in evaluating digital content	• Find report and flag buttons in commonly used sites and name sources of help (Childline, Cyber mentors, etc.) • 'Click-CEOP' button and explain to parents what it is for. • Discuss scenarios involving online risk. • State the source of information found on the internet. • Act as a role model for younger pupils, including promoting Sid's Top Tips. • Explain the difference between logging in and logging out of public and private domains using devices within school and be able to explain why personal passwords are not appropriate for a secure, public school domain