


Computing – Year Group Overviews – 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>E-safety</p> <ul style="list-style-type: none"> identify what things count as personal information; identify what is appropriate and inappropriate behavior on the internet; agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; seek help from an adult when they see something that is unexpected or worrying; <p>Cross-curricular ICT Skills Use multi-media to create a basic, photo speech bubble poster about E-safety.</p>	<p>Multi-Media Texts and Images</p> <ul style="list-style-type: none"> add text strings, text boxes and show and hide objects and images, manipulating the features; save, retrieve and organize work; <p>Cross-curricular ICT Skills History: Add text and text boxes to a page with old toy pictures.</p>	<p>Coding and Programming</p> <ul style="list-style-type: none"> give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; give a set of instructions to follow and predict what will happen; <p>Cross-curricular ICT Skills History: Act as explorers and give accurate commands of time, direction etc as if coding the explorers.</p>	<p>Multi-Media – Sounds and Motions</p> <ul style="list-style-type: none"> use software to record sounds; <p>Cross-curricular ICT Skills Music: applying our sound creating skills from spring 1, children can record and evaluate their music skills using sound recording software.</p>	<p>Technology in our Lives</p> <ul style="list-style-type: none"> recognize ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; <p>Cross-curricular ICT Skills Stand alone unit</p>	
Year 2	<p>E-safety</p> <ul style="list-style-type: none"> demonstrate how to safely open and close applications and log on and log off from websites; <p>Cross-curricular ICT Skills Use multi-media to create a basic, photo speech bubble poster about E-safety.</p>	<p>Multimedia – Text and Images</p> <ul style="list-style-type: none"> use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape; use applications and devices in order to communicate ideas, work, messages and demonstrate control; <p>Cross-curricular ICT Skills History: Use desktop publishing software to create a great fire of London scene.</p>	<p>Coding and Programming</p> <ul style="list-style-type: none"> control the nature of events: repeat, loops, single events and add and delete features; improve/change their sequence of commands by debugging; <p>Cross-curricular ICT Skills Stand alone teaching unit.</p> <p>Use of ICT: Digi maps and google maps.</p>	<p>Technology in our Lives</p> <ul style="list-style-type: none"> use links to websites to find information; recognise age-appropriate websites; use safe search filters; <p>Cross-curricular ICT Skills Teach children research skills through Titanic research.</p>	<p>Year 2 plan says Multi-media – text and images but repeated from AUT 2 ??</p>	<p>Multi-Media – Sounds and Motion</p> <ul style="list-style-type: none"> change sounds recorded; save, retrieve and organize work; use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. <p>Cross-curricular ICT Skills Music: Record and produce a media version of 'Our big concert'</p>

Year 3	<p><u>E-safety</u></p> <ul style="list-style-type: none"> • identify what is appropriate and inappropriate behavior on the internet, recognizing the term cyberbullying; • agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords; • seek help from an adult when they see something that is unexpected or worrying; <p><u>Cross-curricular ICT Skills</u> Photo evidence of E-safety drama activities</p>	<p><u>Coding and Programming</u></p> <ul style="list-style-type: none"> • write a program, putting commands into a sequence to achieve a specific outcome; • give a set of instructions to follow and predict what will happen; • keep testing a program and recognize when it needs to be debugged; <p><u>Cross-curricular ICT Skills</u> Computer code using logo to give instruction, so the pen draws the ironman (could be used as a plan for their artwork)</p>	<p><u>Multi-Media Sounds and Motions</u> Stop-Motion video on Stone Age</p> <ul style="list-style-type: none"> • use software to record, create and edit sounds and capture still images; • change recorded sounds, volume, duration and pauses; <p><u>Cross-curricular ICT Skills</u> History – stop-motion capture</p>	<p><u>Handling Data</u></p> <ul style="list-style-type: none"> • talk about the different ways data can be organised; • sort and organise information to use in other ways <p><u>Cross-curricular ICT Skills</u> DT – Create an information page about their food with picture / photo.</p>	<p><u>Multi-Media – Images and Texts</u></p> <ul style="list-style-type: none"> • create different effects with different technological tools, demonstrating control; • use appropriate keyboard commands to amend text on a device; <p>PowerPoint presentation on an animal of their choice</p> <p><u>Cross-curricular ICT Skills</u> Information page about Tudors – import pictures, word arts.</p>	<p><u>Technology and Our Lives</u></p> <ul style="list-style-type: none"> • explain ways to communicate with others online; • describe the world wide web as the part of the internet that contains websites; • use search tools to find and use an appropriate website and content; <p><u>Cross-curricular ICT Skills</u> Instruction about how people communicate across Hampshire – teach above objectives and apply desktop publishing skills.</p>
Year 4	<p><u>E-safety</u></p> <ul style="list-style-type: none"> • demonstrate understanding of age-appropriate websites and adverts; reflect on their own digital footprint and behavior online; <p><u>Cross-curricular ICT Skills</u> Photo evidence of E-safety drama activities</p>	<p><u>Coding and Programming</u></p> <ul style="list-style-type: none"> • use logical thinking to solve an open-ended problem by breaking it up into smaller parts; • use variables to create an effect, e.g. repetition, if, when, loop; <p><u>Cross-curricular ICT Skills</u> Create powerpoint presentations about an aspect of Victorian life.</p>	<p><u>Technology and Our Lives</u></p> <ul style="list-style-type: none"> • add websites to a favorites list; • use strategies to improve results when searching online; <p><u>Cross-curricular ICT Skills</u> Desktop publishing skills for the Charlie and Choc factory outcome</p>	<p><u>Multi-Media - Images and Text</u></p> <ul style="list-style-type: none"> • use applications and devices in order to communicate ideas, work, and messages; • save, retrieve and evaluate work, making amendments; • insert a picture/text/graph/hyperlink from the internet or a personal file; <p><u>Cross-curricular ICT Skills</u> Create an information book as a class about Anglo-Saxons.</p>	<p><u>Multi-Media – Images and Texts</u></p> <ul style="list-style-type: none"> • use software to capture video for a purpose; • crop and arrange clips to create a short film; • plan an animation and move items within each animation for playback; <p><u>Cross-curricular ICT Skills</u> Create a youtube video explaining the water cycle to small children. Use the ipads for video and editing?</p>	<p><u>Handling Data</u></p> <ul style="list-style-type: none"> • search a ready-made database to answer questions; <p><u>Cross-curricular ICT Skills</u> Create a table to log their scores within PE – fitness circuits.</p>

Year 5	<p><u>E-safety</u> Children can:</p> <ul style="list-style-type: none"> protect their password and other personal information; be a good online citizen and friend; seek help from an adult when they see something that is unexpected or worrying; discuss scenarios involving online risk; <p><u>Cross-curricular ICT Skills</u> Create posters to advise younger children about how to be safe online.</p>	<p><u>Multi-Media Texts and Images</u></p> <ul style="list-style-type: none"> save, retrieve and evaluate their work, making amendments; insert a picture/ text/graph/ hyperlink from the internet or personal file. <p><u>Cross-curricular ICT Skills</u> Create an information poster about historical artefacts</p>	<p><u>Handling Data</u> Science - Applied (Working Scientifically – Collecting the Data for ICT)</p> <ul style="list-style-type: none"> construct data on the most appropriate application; know how to interpret data, including spotting inaccurate data and comparing data; <p><u>Cross-curricular ICT Skills</u> Input data onto a pre-made spreadsheet and then create / interpret graphs from their data.</p>	<p><u>Multi-Media – Sounds and Motions</u></p> <ul style="list-style-type: none"> collect audio from a variety of resources including own recordings and internet clips; use a digital device to record sounds and present audio; trim, arrange and edit audio levels to improve quality; <p><u>Cross-curricular ICT Skills</u> Create new report in role as a reported in Ancient Greece.</p>	<p><u>Coding and Programming</u> 2code – sending rocket to space.</p> <ul style="list-style-type: none"> use conditional statements and edit variables; decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; keep testing a program and recognize when it needs to be debugged. <p><u>Cross-curricular ICT Skills</u> Use ICT desktop publishing to make a scientific diagram to show how to create an electrical circuit – could be PPT or publisher</p>	<p><u>Technology and Our Lives</u></p> <ul style="list-style-type: none"> search for information using appropriate websites and advanced search functions within Google; use strategies to check the reliability of information (cross-check with another source such as books); talk about the way search results are selected and ranked; Create PowerPoint of information gathered to present to groups. <p><u>Cross-curricular ICT Skills</u> Research link to work on Ancient Egypt. Followed by puzzle learning in groups and powerpoints.</p>
Year 6	<p><u>E-safety</u></p> <ul style="list-style-type: none"> judge what sort of privacy settings might be relevant to reducing different risks; <p><u>Cross-curricular ICT Skills</u> Create posters to advise younger children about how to be safe online.</p>	<p><u>Technology and Our Lives</u></p> <ul style="list-style-type: none"> check the reliability of a website, including the photos on site; tell you about copyright and acknowledge the sources of information; <p><u>Cross-curricular ICT Skills</u> Use ICT to create presentations or puzzle pieces for the timeline activity.</p>	<p><u>Handling Data</u></p> <ul style="list-style-type: none"> use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; add data to an existing database; <p><u>Cross-curricular ICT Skills</u> Use ICT to handle data from climate information – spreadsheets and graphs could be created and interpreted.</p>	<p><u>Multi-Media – Sounds and Motions</u></p> <ul style="list-style-type: none"> publish their animation and use a movie editing package to edit/refine and add titles; <p><u>Cross-curricular ICT Skills</u> Sound and motion text adventure – see DF.</p>	<p><u>Coding and Programming</u></p> <ul style="list-style-type: none"> use external triggers and infinite loops to demonstrate control; follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols <p><u>Cross-curricular ICT Skills</u> Paultons Park coding workshop – see photo evidence.</p> <p><u>Multi-Media Texts and Images</u></p> <ul style="list-style-type: none"> use the skills already developed to create content using unfamiliar technology; select, use and combine the appropriate technology tools to create effect; review and improve their own work and support others to improve their work; <p><u>Cross-curricular ICT Skills</u> Create a 'Lessons learnt at Saint James' page. Could be memories, letters to younger children of a 'how to ... ' guide about surviving Saint James.</p> <p>Apply ICT research skills during PSHE 'cost of a baby' exercise.</p>	