Computing – Year Group Overviews – 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**E-safety** • 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; **Cross-curricular ICT Skills** Use multi-media to create a basic, photo speech bubble poster about E-safety.	**Multi-Media Texts and Images** • add text strings, text boxes and show and hide objects and images, manipulating the features; • save, retrieve and organize work; **Cross-curricular ICT Skills** History: Add text and text boxes to a page with old toy pictures.	**Coding and Programming** • 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; **Cross-curricular ICT Skills** History: Act as explorers and give accurate commands of time, direction etc as if coding the explorers.	**Multi-Media – Sounds and Motions** • use software to record sounds; **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.	**Technology in our Lives** • recognize ways that technology is used in the home and community, e.g. taking photos, blogs, shopping; **Cross-curricular ICT Skills** Stand alone unit	
Year 2	**E-safety** • demonstrate how to safely open and close applications and log on and log off from websites; **Cross-curricular ICT Skills** Use multi-media to create a basic, photo speech bubble poster about E-safety.	**Multimedia – Text and Images** • 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; **Cross-curricular ICT Skills** History: Use desktop publishing software to create a great fire of London scene.	**Coding and Programming** • control the nature of events: repeat, loops, single events and add and delete features; • improve/change their sequence of commands by debugging; **Cross-curricular ICT Skills** Stand alone teaching unit. Use of ICT: Digi maps and google maps.	**Technology in our Lives** • use links to websites to find information; • recognise age-appropriate websites; • use safe search filters; **Cross-curricular ICT Skills** Teach children research skills through Titanic research.	Year 2 plan says Multi-media – text and images but repeated from AUT 2 ??	**Multi- Media – Sounds and Motion** • change sounds recorded; • save, retrieve and organize work; • use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. **Cross-curricular ICT Skills** Music: Record and produce a media version of 'Our big concert'

Year 3	**E-safety** • 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; **Cross-curricular ICT Skills** Photo evidence of E-safety drama activities	**Coding and Programming** • 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; **Cross-curricular ICT Skills** Computer code using logo to give instruction, so the pen draws the ironman (could be used as a plan for their artwork)	**Multi-Media Sounds and Motions** Stop-Motion video on Stone Age • use software to record, create and edit sounds and capture still images; • change recorded sounds, volume, duration and pauses; **Cross-curricular ICT Skills** History – stop-motion capture	**Handling Data** • talk about the different ways data can be organised; • sort and organise information to use in other ways **Cross-curricular ICT Skills** DT – Create an information page about their food with picture / photo.	**Multi-Media – Images and Texts** • create different effects with different technological tools, demonstrating control; • use appropriate keyboard commands to amend text on a device; PowerPoint presentation on an animal of their choice **Cross-curricular ICT Skills** Information page about Tudors – import pictures, word arts.	**Technology and Our Lives** • 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; **Cross-curricular ICT Skills** **Instruction about how people communicate across Hampshire – teach above objectives and apply desktop publishing skills.**
Year 4	**E-safety** • demonstrate understanding of age-appropriate websites and adverts; reflect on their own digital footprint and behavior online; **Cross-curricular ICT Skills** Photo evidence of E-safety drama activities	**Coding and Programming** • 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; **Cross-curricular ICT Skills** Create powerpoint presentations about an aspect of Victorian life.	**Technology and Our Lives** • add websites to a favorites list; • use strategies to improve results when searching online; **Cross-curricular ICT Skills** Desktop publishing skills for the Charlie and Choc factory outcome	**Multi-Media - Images and Text** • 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; **Cross-curricular ICT Skills** Create an information book as a class about Anglo-Saxons.	**Multi-Media – Images and Texts** • 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; **Cross-curricular ICT Skills** Create a youtube video explaining the water cycle to small children. Use the ipads for video and editing?	**Handling Data** • search a ready-made database to answer questions; **Cross-curricular ICT Skills** Create a table to log their scores within PE – fitness circuits.

Year 5	**E-safety** Children can: • 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; **Cross-curricular ICT Skills** Create posters to advise younger children about how to be safe online.	**Multi-Media Texts and Images** • save, retrieve and evaluate their work, making amendments; • insert a picture/ text/graph/ hyperlink from the internet or personal file. **Cross-curricular ICT Skills** Create an information poster about historical artefacts	**Handling Data** Science - Applied (Working Scientifically – Collecting the Data for ICT) • construct data on the most appropriate application; • know how to interpret data, including spotting inaccurate data and comparing data; **Cross-curricular ICT Skills** Input data onto a pre-made spreadsheet and then create / interpret graphs from their data.	**Multi-Media – Sounds and Motions** • 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; **Cross-curricular ICT Skills** Create new report in role as a reported in Ancient Greece.	**Coding and Programming** 2code – sending rocket to space. • 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. **Cross-curricular ICT Skills** Use ICT desktop publishing to make a scientific diagram to show how to create an electrical circuit – could be PPT or publisher	**Technology and Our Lives** • 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. **Cross-curricular ICT Skills** Research link to work on Ancient Egypt. Followed by puzzle learning in groups and powerpoints.
Year 6	**E-safety** • judge what sort of privacy settings might be relevant to reducing different risks; **Cross-curricular ICT Skills** Create posters to advise younger children about how to be safe online.	**Technology and Our Lives** • check the reliability of a website, including the photos on site; • tell you about copyright and acknowledge the sources of information; **Cross-curricular ICT Skills** Use ICT to create presentations or puzzle pieces for the timeline activity.	**Handling Data** • use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; • add data to an existing database; **Cross-curricular ICT Skills** Use ICT to handle data from climate information – spreadsheets and graphs could be created and interpreted.	**Multi-Media – Sounds and Motions** • publish their animation and use a movie editing package to edit/refine and add titles; **Cross-curricular ICT Skills** Sound and motion text adventure – see DF.	**Coding and Programming** • 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 **Cross-curricular ICT Skills** Paultons Park coding workshop – see photo evidence. **Multi-Media Texts and Images** • 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; **Cross-curricular ICT Skills** Create a 'Lessons learnt at Saint James' page. Could be memories, letters to younger children ot a 'how to … ' guide about surviving Saint James. Apply ICT research skills during PSHE 'cost of a baby' exercise.	