

Computing at Eversley

"Everybody should learn to program a computer, because it teaches you how to think." Steve Jobs.



We believe that an engaging and motivating Computing curriculum will enable our learners to be able to use a variety of knowledge and skills, which they are able to maintain throughout and after their time at our school. This key knowledge and skills includes using computational thinking and creativity to understand and change the world. This encompasses using technology to reach a wide audience and using different programs to create their work. It also involves making deep links with mathematics, science and design and technology.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Although Computing is no longer assessed as an early learning goal, our children have opportunities to do the following, during free flow sessions; <ul style="list-style-type: none"> • Use BeeBots to support positional language and to follow instructions • Understanding about past and present and how technology is used today • Role play opportunities e.g. computer at the builder's yard, cash register as part of a shop etc. • Children are given the opportunity to use technology purposefully, e.g. taking a photo of their own work to upload to Tapestry. 					
Year 1	Computing systems and networks – <i>Technology around us:</i> Recognising technology in school and using it responsibly	Creating Media - <i>Digital painting:</i> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Creating Media: <i>Digital writing:</i> Using a computer to create and format text, before comparing to writing non-digitally.	Data and Information – <i>Grouping data:</i> Exploring object labels, then using them to sort and group objects by properties.	Programming – <i>Moving a Robot:</i> Writing short algorithms and programs for floor robots, and predicting program outcomes.	Programming – <i>Programming animations:</i> Designing and programming the movement of a character on screen to tell stories.
Year 2	Computing systems and networks – <i>Information Technology around us:</i>	Creating Media - <i>Digital photography:</i>	Creating Media: <i>Making music:</i>	Data & Information- <i>Pictograms:</i>	Programming - <i>Robot algorithms:</i>	Programming - <i>Programming quizzes:</i>

	Identifying IT and how its responsible use improves our world in school and beyond.	Capturing and changing digital photographs for different purposes.	Using a computer as a tool to explore rhythms and melodies, before creating a musical composition	Collecting data in tally charts and using attributes to organise and present data on a computer.	Creating and debugging programs, and using logical reasoning to make predictions.	Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Year 3	<p>Computing systems and networks –</p> <p><i>Connecting Computers:</i></p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p>Creating Media -</p> <p><i>Stop-frame Animation:</i></p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p>Creating Media:</p> <p><i>Desktop publishing:</i></p> <p>Creating documents by modifying text, images, and page layouts for a specified purpose.</p>	<p>Data & Information –</p> <p><i>Branching databases:</i></p> <p>Building and using branching databases to group objects using yes/no questions.</p>	<p>Programming-</p> <p><i>Sequencing sounds:</i></p> <p>Creating sequences in a block-based programming language to make music.</p>	<p>Programming –</p> <p><i>Events and actions in program:</i></p> <p>Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
Year 4	<p>Computing systems and networks –</p> <p><i>The internet:</i></p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p>Creating Media -</p> <p><i>Audio editing:</i></p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p>Creating Media:</p> <p><i>Photo editing:</i></p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p>Data & Information –</p> <p><i>Data logging:</i></p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Programming -</p> <p><i>Repetition in shapes:</i></p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p>Programming:</p> <p><i>Repetition in games</i></p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
Year 5	<p>Computing systems and networks –</p> <p><i>Sharing information:</i></p>	<p>Creating Media -</p> <p><i>Vector drawing:</i></p>	<p>Creating Media:</p> <p><i>Video editing:</i></p>	<p>Data & Information-</p> <p><i>Flat-file databases:</i></p>	<p>Programming –</p> <p><i>Selection in physical computing:</i></p>	<p>Programming:</p> <p><i>Selection in quizzes:</i></p>

	Identifying and exploring how information is shared between digital systems.	Creating images in a drawing program by using layers and groups of objects.	Planning, capturing, and editing video to produce a short film.	Using a database to order data and create charts to answer questions.	Exploring conditions and selection using a programmable microcontroller.	Exploring selection in programming to design and code an interactive quiz.
Year 6	<p>Computing systems and networks -</p> <p><i>Internet communication:</i></p> <p>Recognising how the WWW can be used to communicate and be searched to find information.</p>	<p>Creating Media-</p> <p><i>3D modelling:</i></p> <p>Planning, developing, and evaluating 3D computer models of physical objects.</p>	<p>Creating Media -</p> <p><i>Webpage creation:</i></p> <p>Designing and creating webpages, considering copyright, aesthetics, and navigation.</p>	<p>Data & Information -</p> <p><i>Introduction to spreadsheets:</i></p> <p>Answering questions by using spreadsheets to organise and calculate data.</p>	<p>Programming</p> <p><i>Variables in games:</i></p> <p>Exploring variables when designing and coding a game.</p>	<p>Programming:</p> <p><i>Sensing:</i></p> <p>Designing and coding a project that captures inputs from a physical device.</p>