



# Leigh St Peter's C.E. Primary School

"Let Your Light Shine" Matthew 5:16

## Computing Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery &amp; Reception</b>  <b>EYFS</b>	Nursery - Overarching theme – Me and my family/Pets  Reception - Friendship  Barefoot computing module – People who help us	Nursery - Overarching theme – Autumn/Celebrations  Reception – The park  Barefoot computing module – Awesome Autumn!	Reception and Nursery - Overarching theme – Water  Barefoot computing module – Boats ahoy!	Nursery - Overarching theme – Wild animals  Reception – Creatures from the Past  Barefoot computing module – Spring time	Nursery and Reception - Overarching theme – Life cycles  Barefoot computing module – Busy bodies	Nursery and Reception - Overarching theme – Journeys  Barefoot computing module – Super space
<b>Skills</b>	<b>Computing systems and networks</b>	<b>Creating media</b>	<b>Programming A</b>	<b>Data and information</b>	<b>Creating media</b>	<b>Programming B</b>
<b>Year 1</b>  <b>Key Stage 1</b>	<u><b>Technology around us</b></u> 1. Technology in our classroom 2. Using computer technology 3. Developing mouse skills 4. Using a computer keyboard 5. Developing keyboard skills 6. Using a computer responsibly	<u><b>Digital painting</b></u> 1. How can we paint using computers? 2. Using shapes and lines 3. Making careful choices 4. Why did I choose that? 5. Painting all by myself 6. Comparing computer art and painting	<u><b>Moving a robot</b></u> 1. Buttons 2. Directions 3. Forwards and backwards 4. Four directions 5. Getting there 6. Routes	<u><b>Grouping data</b></u> 1. Label and match 2. Group and count 3. Describe an object 4. Making different groups 5. Comparing groups 6. Answering questions	<u><b>Digital writing</b></u> 1. Exploring the keyboard 2. Adding and removing text 3. Exploring the toolbar 4. Making changes to text 5. Explaining my choices 6. Pencil or keyboard?	<u><b>Programming animations</b></u> 1. Comparing tools 2. Joining blocks 3. Make a change 4. Adding sprites 5. Project design 6. Following my design

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Year 2 Key Stage 1	<u>IT around us</u> <ol style="list-style-type: none"> <li>1. What is IT?</li> <li>2. IT in school</li> <li>3. IT in the world</li> <li>4. The benefits of IT</li> <li>5. Using IT safely</li> <li>6. Using IT in different ways</li> </ol>	<u>Digital photography</u> <ol style="list-style-type: none"> <li>1. Taking photographs</li> <li>2. Landscape or portrait</li> <li>3. What makes a good photograph?</li> <li>4. Lighting</li> <li>5. Effects</li> <li>6. Is it real?</li> </ol>	<u>Robot algorithms</u> <ol style="list-style-type: none"> <li>1. Giving instructions</li> <li>2. Same but different</li> <li>3. Making predictions</li> <li>4. Mats and routes</li> <li>5. Algorithm design</li> <li>6. debugging</li> </ol>	<u>Pictograms</u> <ol style="list-style-type: none"> <li>1. Counting and comparing</li> <li>2. Enter the data</li> <li>3. Creating pictograms</li> <li>4. What is an attribute?</li> <li>5. Comparing people</li> <li>6. Presenting information</li> </ol>	<u>Digital music</u> <ol style="list-style-type: none"> <li>1. How music makes us feel</li> <li>2. Rhythms and patterns</li> <li>3. How music can be used</li> <li>4. Notes and tempo</li> <li>5. Creating digital music</li> <li>6. Reviewing and editing</li> </ol>	<u>Programming quizzes</u> <ol style="list-style-type: none"> <li>1. Scratch Jr recap</li> <li>2. Outcomes</li> <li>3. Using a design</li> <li>4. Changing a design</li> <li>5. Designing and creating a program</li> <li>6. Evaluating</li> </ol>
Year 3 Lower Key Stage 2	<u>Connecting computers</u> <ol style="list-style-type: none"> <li>1. How does a digital device work?</li> <li>2. What parts make up a digital device?</li> <li>3. How do digital devices help us?</li> <li>4. How am I connected?</li> <li>5. How are computers connected?</li> <li>6. What does our school network look like?</li> </ol>	<u>Stop-frame animation</u> <ol style="list-style-type: none"> <li>1. Can a picture move?</li> <li>2. Frame by frame</li> <li>3. What's the story?</li> <li>4. Picture perfect</li> <li>5. Evaluate and make it great</li> <li>6. Lights, camera, action!</li> </ol>	<u>Sequencing sounds</u> <ol style="list-style-type: none"> <li>1. Introduction to scratch</li> <li>2. Programming sprites</li> <li>3. Sequences</li> <li>4. Ordering commands</li> <li>5. Looking good</li> <li>6. Making an instrument</li> </ol>	<u>Branching databases</u> <ol style="list-style-type: none"> <li>1. Yes or no questions</li> <li>2. Making groups</li> <li>3. Creating a branching database</li> <li>4. Structuring a branching database</li> <li>5. Planning a branching database</li> <li>6. Two ways of presenting information</li> </ol>	<u>Desktop publishing</u> <ol style="list-style-type: none"> <li>1. Words and pictures</li> <li>2. Can you edit?</li> <li>3. Great template!</li> <li>4. Becoming a designer</li> <li>5. Lay it out</li> <li>6. Why desktop publishing?</li> </ol>	<u>Events and actions in programs</u> <ol style="list-style-type: none"> <li>1. Moving a sprite</li> <li>2. Maze movement</li> <li>3. Drawing lines</li> <li>4. Adding features</li> <li>5. Debugging movement</li> <li>6. Making a project</li> </ol>
Year 4 Lower Key Stage 2	<u>The internet</u> <ol style="list-style-type: none"> <li>1. Connecting networks</li> <li>2. What is the internet made of?</li> <li>3. Sharing information</li> <li>4. What is a website?</li> <li>5. Who owns the web?</li> <li>6. Can I believe what I read?</li> </ol>	<u>Audio production</u> <ol style="list-style-type: none"> <li>1. Recording sound</li> <li>2. Editing audio</li> <li>3. Planning a podcast</li> <li>4. Creating a podcast</li> <li>5. Behind the scenes</li> <li>6. Evaluating a podcast</li> </ol>	<u>Repetition in shapes</u> <ol style="list-style-type: none"> <li>1. Programming a screen turtle</li> <li>2. Programming letters</li> <li>3. Patterns and repeats</li> <li>4. Using loops to create shapes</li> <li>5. Breaking things down</li> <li>6. Creating a program</li> </ol>	<u>Data logging</u> <ol style="list-style-type: none"> <li>1. Answering questions</li> <li>2. Data collection</li> <li>3. Logging</li> <li>4. Analysing data</li> <li>5. Data for answers</li> <li>6. Answering my question</li> </ol>	<u>Photo editing</u> <ol style="list-style-type: none"> <li>1. Changing digital images</li> <li>2. Recolouring</li> <li>3. Cloning</li> <li>4. Combining</li> <li>5. Creating</li> <li>6. Evaluating</li> </ol>	<u>Repetition in games</u> <ol style="list-style-type: none"> <li>1. Using loops to create shapes</li> <li>2. Different loops</li> <li>3. Animate your name</li> <li>4. Modifying a game</li> <li>5. Designing a game</li> <li>6. Creating your game</li> </ol>

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<b>Year 5</b>  <b>Upper Key Stage 2</b>	<u><b>Systems and searching</b></u>  1. Systems 2. Computer system and us 3. Searching the web 4. Selecting search results 5. How search results are ranked 6. How are searches influenced?	<u><b>Video production</b></u>  1. What is a video? 2. Filming techniques 3. Using a storyboard 4. Planning a video 5. Importing and editing video 6. Video evaluation	<u><b>Selection in physical computing</b></u>  1. Connecting crumbs 2. Combining output components 3. Controlling with conditions 4. Starting with selection 5. Drawing designs 6. Writing and testing algorithms	<u><b>Flat-file databases</b></u>  1. Creating a paper-based database 2. Computer database 3. Using a database 4. Using search tools 5. Comparing data visually 6. Databases in real life	<u><b>Introduction to vector graphics</b></u>  1. The drawing tools 2. Creating images 3. Making effective drawings 4. Layers and objects 5. Manipulating objects 6. Becoming a graphic designer	<u><b>Selection in quizzes</b></u>  1. Exploring conditions 2. Selecting outcomes 3. Asking questions 4. Planning a quiz 5. Testing a quiz 6. Evaluating a quiz
<b>Year 6</b>  <b>Upper Key Stage 2</b>	<u><b>Communication and collaboration</b></u>  1. Internet addresses 2. Data packets 3. Working together 4. Shared working 5. How we communicate 6. Communicating responsibly	<u><b>Web page creation</b></u>  1. What makes a good website? 2. Becoming a web designer 3. Copyright or copyWRONG? 4. How does it look? 5. Follow the breadcrumbs 6. Think before you link!	<u><b>Selection in physical computing</b></u>  1. Introducing variables 2. Variables in programming 3. Improving a game 4. Becoming a games designer 5. Design to code 6. Improving and sharing	<u><b>Spreadsheets</b></u>  1. Collecting data 2. Formatting a spreadsheet 3. What's the formula 4. Calculate and duplicate 5. Event planning 6. Presenting data	<u><b>3D Modelling</b></u>  1. Introduction to 3D modelling 2. Modifying 3D objects 3. Make your own name badge 4. Making a desk tidy 5. Planning a 3D model 6. Make your own 3D model	<u><b>Sensing movement</b></u>  1. The micro:bit 2. Go with the flow 3. Sensing inputs 4. Finding your way 5. Designing a step counter 6. Making a step counter