

# Belleville Wix Academy - Computing Curriculum 2024 25

## Curriculum Overview

There are 6 areas of focus in our curriculum:

1. Computer Science (Coding and Computational Thinking)
2. IT: Media
3. IT: Creativity
4. IT: Data
5. Computer Networks
6. Digital Literacy (embedded throughout our units)

We are using these six themes for digital literacy across the national curriculum as proposed by the National Centre for Computing Excellence (NCCE):

- Use of devices and applications
- Handling and storing data and information
- Design, creation, and editing of content
- Communication using technology
- Online safety
- Moral and ethical behaviour relating to technology

# Computing Progression Map 2024 / 25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>Early Years Links: : PSED, Understanding the world</p> <p style="text-align: center;"><b>Online Safety</b></p> <p>Unplugged computing activity: Children will explore how bodies move and grow. They will use provided resources to learn about body parts and create simple routines of movements using algorithms.</p>	<p>Early Years Links: Science and Geography, PSED</p> <p style="text-align: center;"><b>Awesome Autumn / Online safety</b></p> <p>Unplugged computing activity: Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p>	<p>Early Years Links: Geography and science, PSED</p> <p style="text-align: center;"><b>Winter Warmers / Online Safety</b></p> <p>unplugged computing activity: Snowmen scarves and patterns, creating igloos and bird feeders- all take centre stage in our three winter themed activities.</p>	<p>Curriculum Links: Science, Maths, English, D&amp;T, PSED</p> <p style="text-align: center;"><b>Boats Ahoy / Use of devices and applications</b></p> <p>Unplugged computing activity: Takes children on a journey of discovery as they investigate boats. Four activities make up this set of resources. Includes different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.</p>	<p>Early Years Links: Science and Geography, Understanding the world, PSED</p> <p style="text-align: center;"><b>Springtime / Data handling / New and old tech</b></p> <p>Springtime unplugged computing activity: Spring themed activities see the children make a Rabbit run, create Junk scarecrows and explore sequencing whilst planting seeds.</p>	<p>Early Years Links: Maths, D&amp;T, Understanding the world, PSED</p> <p style="text-align: center;"><b>New and old tech / Intro to Beebots</b></p> <p>Range of technology in role play areas. Children identify new and older technology. Children learn how to use technology safely and respectfully. Children are introduced to algorithms and programming using the Beebots</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Computer Networks and Digital Literacy</p> <p style="text-align: center;"><b>Tech around us</b></p> <p>Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.</p>	<p>IT: Data and Digital Literacy</p> <p style="text-align: center;"><b>Pictograms</b></p> <p>Pupils will explore the concept of data and how to collect it using tally charts. They will use attributes to organise data and present it through pictograms and block diagrams, then use the data to answer questions.</p> <p>- Chromebooks - J2E</p>	<p>Computer Science and Digital Literacy</p> <p style="text-align: center;"><b>Programmable toys</b></p> <p>Pupils will program Bee Bots to follow instructions, move in shapes, and navigate obstacles, while developing debugging skills to fix mistakes in their code. They will write simple algorithms, predict and test outcomes, refine their code, and apply their skills using the Bee Bot app on a screen.</p>	<p>Computer Science and Digital Literacy</p> <p style="text-align: center;"><b>Controlling animations on a screen</b></p> <p>Pupils will learn basic coding in Hopscotch by making characters react to sounds, movement, or taps, and use code blocks to draw and create effects like fireworks and sounds.</p> <p>-Hopscotch -iPads</p>	<p>IT: Media and Digital Literacy</p> <p style="text-align: center;"><b>Digital Books</b></p> <p>Pupils will learn to safely use search engines, find appropriate images, and enhance their E-book projects with text, sound, photos, and videos. They will also understand the importance of permission when filming, keeping personal information private, and talking to an adult</p>	<p>IT: Creativity and Digital Literacy</p> <p style="text-align: center;"><b>Creating digital art</b></p> <p>Learners will create digital artwork inspired by famous artists like Mafisse, Picasso, Mondrian, and Julian Opie using iPads and the Brushes Redux app.</p> <p>- iPads - Brushes Redux</p> <p style="text-align: center;"><b>Success Criteria</b></p>

	<ul style="list-style-type: none"> <li>- Chromebook</li> <li>- Code.org</li> <li>- Painz.app</li> </ul> <p><b>Success criteria</b></p> <p>I can learn about how technology helps us in different ways.</p> <p>I can get to know the different parts of a computer and how they work.</p> <p>I can practise using the keyboard and mouse.</p> <p>I can think about how to use technology responsibly.</p>	<p><b>Success Criteria</b></p> <p>I can understand and explain what data means.</p> <p>I can collect data and record it using a tally chart.</p> <p>I can use the term 'attribute' to help organise data.</p> <p>I can present data using pictograms and block diagrams.</p> <p>I can analyse and answer questions based on the data presented.</p>	<ul style="list-style-type: none"> <li>- Beebots</li> <li>- BeeBot App</li> <li>- iPads</li> </ul> <p><b>Success criteria</b></p> <p>I can program Bee Bots to follow instructions and move in specific shapes.</p> <p>I can navigate Bee Bots around obstacles accurately.</p> <p>I can identify and fix mistakes (debug) in my Bee Bot programs.</p> <p>I can write simple algorithms to control the Bee Bots and predict what will happen.</p> <p>I can test my code, make adjustments, and refine it based on the results.</p> <p>I can use the Bee Bot app to practise my coding skills and apply what I have learned on a screen.</p>	<p><b>Success criteria</b></p> <p>I can make characters move, jump, or spin using sounds, shaking, or tapping the iPad.</p> <p>I can use code blocks to make a character draw or create effects like fireworks and sounds.</p> <p>I can understand that I can use this app to make simple or complex games.</p>	<p>if they encounter anything upsetting online.</p> <ul style="list-style-type: none"> <li>- iPads</li> <li>- Book Creator App</li> <li>- Safari App</li> <li>- Camera App</li> </ul> <p><b>Success Criteria</b></p> <p>I can use the internet safely to find pictures for my project.</p> <p>I can add words, sounds, and pictures to my work.</p> <p>I can ask before taking a photo or video of someone.</p> <p>I can keep my personal information safe when sharing my work.</p> <p>I can tell an adult if I see something online that makes me feel upset or unsure.</p>	<p>I can make digital pictures inspired by famous artists like Matisse and Picasso.</p> <p>I can use an iPad and the Brushes Redux app to create my artwork.</p> <p>I can choose different colours and brushes to make my picture look how I want.</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Y2	<p>Computer Networks and Digital Literacy</p> <p><b>IT around us</b></p> <p>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <ul style="list-style-type: none"> <li>- Chromebook</li> </ul> <p><b>Success criteria</b></p>	<p>Computer Science and Digital Literacy</p> <p><b>Happy Traveller</b></p> <p>This unit links to Go Kart modelling activities in DT. These lessons will develop your pupils' understanding of computer science as they create sequences and loops, decompose problems, and improve programs in order to meet specific needs. They'll investigate ways of accurately describing the decisions they've made when creating a program, carry out fair tests and develop their ability to</p>	<p>IT: Data and Digital Literacy</p> <p><b>Recording bug hunt data</b></p> <p>Pupils will collect data about bugs, linked to the science topic of living things and their habitats. They will use iPads to take photos of mini-beasts and use the zoom function to identify their features. The collected data will be organised and presented using j2e charts.</p> <ul style="list-style-type: none"> <li>- iPad</li> <li>- <a href="#">j2E charts</a></li> <li>- Chromebooks</li> </ul>	<p>IT: Media and Digital Literacy</p> <p><b>Puppet Pals</b></p> <p>Pupils will use Puppet Pals to create a story related to their topic of study, using cut-out photographs of themselves as animated characters alongside cartoon characters and backgrounds. They will design a simple storyboard, add narration, and export their film as a .mov file, gaining a basic understanding of how cartoons and films are made.</p> <p>Link to story in English.</p> <ul style="list-style-type: none"> <li>- iPads</li> </ul>	<p>Computer Science and Digital Literacy</p> <p><b>Creating a story</b></p> <p>Pupils will use Scratch Junior to make a character (sprite) move on a background (stage) using code. They will use pre-made sprites and draw their own to create a simple animated story.</p> <ul style="list-style-type: none"> <li>- iPads</li> <li>- Scratch Jr</li> </ul> <p><b>Success criteria</b></p> <p>I can create and test simple algorithms to make sure they work and find and fix bugs in my programs.</p>	<p>IT: Creativity and Digital Literacy</p> <p><b>Taking, selecting and editing digital images</b></p> <p>Learners will use the iPad camera app to capture photos and gain hands-on experience with taking, editing, and improving their own pictures. They will then use their new skills to understand that not all images they see are real, sparking their curiosity about the world of digital images.</p> <ul style="list-style-type: none"> <li>- iPad</li> <li>- Camera app</li> </ul>

	<p>I can explain how technology helps us at home and in places like shops, libraries, and hospitals.</p> <p>I can talk about how technology is useful and benefits us.</p> <p>I can learn how to use technology safely and make good choices when using it.</p>	<p>generate and debug multiple solutions.</p> <ul style="list-style-type: none"> <li>- Lego Spike kits</li> <li>- Chromebooks</li> <li>- Lego Spike Planning</li> <li>- <a href="#">Taxi Taxi Plans</a></li> <li>- <a href="#">Big Bus Plans</a></li> <li>- <a href="#">Get Around Town</a></li> </ul> <p><b>Success criteria</b></p> <p>I can understand and follow instructions in a sequence to see what happens.</p> <p>I can use commands in different orders to find out how it changes the outcome.</p> <p>I can design simple algorithms and test them to see if they work.</p> <p>I can find and fix bugs in my programs.</p>	<p><b>Success criteria</b></p> <p>I can use an iPad to take photos of mini-beasts.</p> <p>I can use the zoom function to see and identify the features of mini-beasts.</p> <p>I can collect and organise data about bugs using j2e charts.</p>	<p>- Puppet Pal App</p> <p><b>Success criteria</b></p> <p>I can use Puppet Pals to create a story related to my topic of study.</p> <p>I can use cut-out photographs of myself and cartoon characters to make my story come to life.</p> <p>I can add extra characters and backgrounds from Google Images to illustrate my topic.</p> <p>I can create a simple storyboard to plan my story and add narration to my film.</p> <p>I can save my film as a Puppet Pals file and export it as a .mov file.</p>	<p>I can use Scratch Junior to code a character to move on a background.</p> <p>I can choose and draw my own sprites.</p> <p>I can use pre-made and my own sprites to create a simple animated story.</p> <p>I can build and tell a story using Scratch Junior.</p>	<ul style="list-style-type: none"> <li>- iPhotos</li> <li>- Teach computing L4 and 5</li> </ul> <p><b>Success criteria</b></p> <p>I can use the camera app on the iPad to capture photographs.</p> <p>I can take, edit, and improve my own photos.</p> <p>I can understand that not all images I see are real.</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Y3	<p>Computer Networks and Digital Literacy</p> <p><b>Connecting computers</b></p> <p>Challenge your learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.</p> <ul style="list-style-type: none"> <li>- Chromebooks</li> </ul> <p><b>Success criteria</b></p>	<p>IT: Data and Digital Literacy</p> <p><b>Datalogging</b></p> <p>Pupils will explore how and why data is collected over time. They will learn about human senses and how computers use sensors to monitor the environment. Pupils will collect and review data, examining data points, data sets, and logging intervals. Towards the end of the unit, they will pose questions and use Microbits to automatically collect the data needed to answer those questions.</p> <ul style="list-style-type: none"> <li>- Microbits</li> </ul>	<p>Computer Science and Digital Literacy</p> <p><b>Crazy Carnival Games</b></p> <p>Pupils will deepen their understanding of computer science by creating sequences and loops, breaking down problems, and improving their programs to meet specific needs. They will learn to clearly explain their programming choices, conduct fair tests, and develop their skills in generating and debugging different solutions.</p> <ul style="list-style-type: none"> <li>- Lego Spike</li> <li>- <a href="#">Lego Spike lessons</a></li> <li>- Chromebooks</li> </ul>	<p>IT: Media and Digital Literacy</p> <p><b>Stop Motion Animation</b></p> <p>Pupils will explore various animation examples and techniques, then create their own stop-motion animations using 2D paper cutouts and backgrounds with the iMotion app. They will export their animations to iMovie to add titles and narration and learn about different platforms where they can share their work.</p> <p>Linked to Iron Man in English</p>	<p>Computer Science and Digital Literacy</p> <p><b>Events and actions in programs</b></p> <p>Learners will explore how to move a sprite in different directions and use it to navigate a maze. They will learn to draw with sprites using pen blocks, change line size and colour, and design their own maze tracing program. They will also practise solving problems and debugging their programs to ensure they work properly.</p> <ul style="list-style-type: none"> <li>- Scratch</li> <li>- iPad / Chromebook</li> <li>- Scratch pupil accounts</li> </ul>	<p><b>IT: Creativity and Digital Literacy</b></p> <p><b>Using Digital Pencil &amp; Pop Art</b></p> <p>Pupils will explore Pop Art, a vibrant art movement known for its bold colours, graphic lines, and popular culture elements. They will use digital tools to create their own Pop Art-inspired artworks and will learn how to use the camera app to capture and enhance high-quality portraits as part of their creative process.</p> <ul style="list-style-type: none"> <li>- iPencil.</li> <li>- iPad</li> <li>- Camera</li> </ul>

	<p>I can understand how digital devices work by learning about inputs, processes, and outputs.</p> <p>I can compare digital devices with non-digital devices to see how they are different.</p> <p>I can learn about computer networks and how devices like routers and switches help connect them.</p>	<p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand why and how data is collected over time.</p> <p>I can learn about human senses and how computers use sensors to monitor the environment.</p> <p>I can collect and review data, looking at data points, data sets, and logging intervals.</p> <p>I can use a computer to analyse data and find answers to questions.</p> <p>I can use MicroBits to automatically collect data to answer specific questions.</p>	<p><b>Success criteria</b></p> <p>I can create sequences and loops in my programs.</p> <p>I can break down big problems into smaller steps to solve them.</p> <p>I can make changes to my programs so they work the way I want them to.</p> <p>I can explain why I made certain choices when making my program.</p> <p>I can test my programs fairly and debug them.</p>	<p>- iMotion</p> <p>- iMovie</p> <p>- iPads</p> <p><b>Success criteria</b></p> <p>I can create stop-motion animations using paper cutouts and backgrounds with the iMotion app.</p> <p>I can export my animations to iMovie and add titles and narration.</p> <p>I can explore different platforms where my animations can be shared.</p> <p>I can use examples of animations to inspire my own work.</p> <p>I can use different techniques to improve my animations based on my topic</p>	<p><b>Success criteria</b></p> <p>I can move a sprite in four directions</p> <p>I can use a sprite to navigate through a maze</p> <p>I can use pen blocks to draw lines with sprites and change their size and colour.</p> <p>I can design and code my own maze tracing program.</p> <p>I can solve problems and debug my program to make sure it works correctly.</p>	<p>- Photo app</p> <p><b>Success criteria</b></p> <p>I can use the camera app to take clear and high-quality portraits.</p> <p>I can edit my photos to improve their quality and add artistic effects.</p> <p>I can use digital tools to create artwork inspired by Pop Art.</p> <p>I can apply bright colours, bold lines, and graphic patterns to my digital art.</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Y4	<p>Computer Networks and Digital Literacy</p> <p><b>The Internet</b></p> <p>Learners will explore how the internet is a network of networks and why it needs to be secure. They will understand that the World Wide Web is a part of the internet and practice exploring it to learn about content ownership and what they can access and create. They will also evaluate online content to determine its reliability and understand the impact of false information.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand that the internet is made up of many connected networks that need to be secure.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Repetition and loops</b></p> <p>Learners will explore the difference between count-controlled and infinite loops and use this knowledge to enhance existing animations and games through repetition. For their final project, they will design and create a game that incorporates repetition, applying the stages of programming design throughout the process.</p> <p>- Chromebooks</p> <p>- Scratch</p> <p><b>Success criteria</b></p> <p>I can understand and explain the difference between count-controlled and infinite loops.</p> <p>I can modify animations and games by using repetition to improve them.</p>	<p>IT: Creativity and Digital Literacy</p> <p><b>Motion Graphic</b></p> <p>Pupils will use iPads and iPencils to draw and animate Shackleton's Journey. They will explore Keynote transitions to create a short motion graphic that illustrates Shackleton's Journey. Pupils will learn how to use different tools and techniques in Keynote to make their animations smooth and engaging.</p> <p>- iPads</p> <p>- Keynote app</p> <p><b>Success criteria</b></p> <p>I can use an iPad and an iPencil to draw the solar system.</p> <p>I can use Keynote transitions to animate my drawings and create a motion graphic.</p> <p>I can apply different Keynote tools and techniques to make my animation smooth.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Creating a website</b></p> <p>Pupils will use Google Sites to create a website about climate change. They will include external hyperlinks, keep personal information private, and research other websites to design a clear and user-friendly site. Linked to Geography topic: Polar Environments &amp; Climate Change</p> <p>- Google Sites</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can use Google Sites to create a website that showcases my work on recent topics.</p> <p>I can include projects like Micro Bit coding, Comic Life worksheets, written work, and drawings on my website.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Hopscotch Games</b></p> <p>Pupils will use Hopscotch to create a Spiral Draw game and then build a Crossy Road game by adding code to multiple Sprites. They will learn to debug and refine their code, enhance their game with roads, landscapes, and sounds, and create a two-player mode with separate controllers.</p> <p>- iPads</p> <p>- Hopscotch app</p> <p><b>Success criteria</b></p> <p>I can use Hopscotch to create a Spiral Draw game.</p> <p>I can add code to Sprites to build and enhance a Crossy Road game.</p>	<p>IT: Data and Digital Literacy</p> <p><b>Branching Databases</b></p> <p>Learners will explore what a branching database is and how to create one by using yes/no questions to sort objects based on their attributes. They will build both physical and digital branching databases, and design an identification tool to test and refine. They will also consider how branching databases are used in real-world situations.</p> <p>- Chromebooks</p> <p>- J2E</p> <p><b>Success criteria</b></p> <p>I can understand and create a branching database using yes/no questions.</p> <p>I can use attributes to sort objects into groups.</p>

	<p>I can explore the World Wide Web to learn about who owns content and what I can access and create.</p> <p>I can evaluate online content to decide if it is honest, accurate, or reliable.</p> <p>I can use tools like Chrome Music Lab to see what can be made on the World Wide Web.</p>	<p>I can design and create a game that uses repetition effectively.</p> <p>I can solve problems and debug my code to make sure my game works as intended.</p> <p>IT: Creativity and Digital Literacy</p> <h3>Motion Graphic</h3> <p>Pupils will use iPads and iPencils to draw and animate the solar system. They will explore Keynote transitions to create a short motion graphic that illustrates the movement of planets and other celestial bodies. Pupils will learn how to use different tools and techniques in Keynote to make their animations smooth and engaging.</p> <p>-iPads - Keynote app</p> <p><b>Success criteria</b></p> <p>I can use an iPad and an iPencil to draw the solar system.</p> <p>I can use Keynote transitions to animate my drawings and create a motion graphic.</p> <p>I can apply different Keynote tools and techniques to make my animation smooth.</p> <p>I can explain how I used the tools to animate the solar system.</p> <p>I can present my animation and describe how the planets and other elements move</p>	<p>I can explain how I used the tools to animate the solar system.</p> <p>I can present my animation and describe how the planets and other elements move.</p>	<p>I can add external hyperlinks to my website.</p> <p>I can keep personal information private while working on my website.</p> <p>I can research other websites to learn what makes them effective and use this knowledge to make my website easy to navigate.</p>	<p>I can debug and refine my code to make sure it works correctly.</p> <p>I can add roads, landscapes, and sounds to improve my game.</p> <p>I can create a two-player mode with separate controllers in my game.</p>	<p>I can build both physical and on-screen branching databases.</p> <p>I can design and test an identification tool using a branching database.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p>Computer Networks and Digital Literacy</p> <p><b>Systems and searching</b></p> <p>Learners will explore how computer systems work and how information is transferred between different systems and devices. They will examine both small-scale and large-scale systems, explaining their input, output, and processing components. Additionally, learners will discover how search engines find and rank information on the World Wide Web and compare different search engines.</p> <p>- Chromebook - Range of search engines</p> <p><b>Success criteria</b></p> <p>I can understand how computer systems work and how information moves between devices. I can explain the input, output, and process of different real-world systems. I can learn how search engines work and how they find and rank information on the web. I can compare different search engines to see how they work.</p>	<p>Digital Literacy Creativity</p> <p><b>Intro to iPad &amp; iPencils / Pop Art</b></p> <p>Pupils will learn to use the iPencil to create detailed digital drawings on their iPads, exploring various drawing tools and techniques. In the 'Pop Art' lesson, they will use their iPencil skills to create vibrant, Pop Art-inspired pieces, applying bold colours and patterns to their digital artwork to mimic the style of famous Pop artists.</p> <p>- iPad - iPencil - Camera app - Photos app</p> <p><b>Success criteria</b></p> <p>I can use the iPencil to draw detailed pictures on my iPad. I can explore different drawing tools and techniques to improve my digital art. I can create digital drawings by using the features of the iPencil effectively I can apply bold colours and patterns to my artwork to mimic the Pop Art style. I can use my creativity to design vibrant and eye-catching digital art.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Commands, Functions and Loops</b></p> <p>Pupils will explore how to give commands to make things happen in their programs, create their own functions to organise their code and use loops to make actions repeat without rewriting them. These skills will help them solve problems more effectively.</p> <p>- iPad - Swift Playgrounds app - Apple store visit?</p> <p><b>Success criteria</b></p> <p>I can make a character move or do something by giving clear instructions. I can see that commands tell the computer what to do, like steps in a recipe. I can make instructions that I can use again by creating a function. I can use functions to keep my code simple and neat. I can use loops to make things happen multiple times without rewriting them. I can see that loops help my programs repeat actions quickly.</p>	<p>IT: Data and Digital Literacy</p> <p><b>Flat-file databases</b></p> <p>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p> <p>- Chromebook</p> <p><b>Success criteria</b></p> <p>I can use a database to organise information into records. I can use tools within the database to sort and find answers to questions about the data. I can create graphs and charts from my data to help solve problems. I can use a real-life database to find answers and present my findings to others.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Selection in quizzes</b></p> <p>Pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p> <p>- Chromebooks / iPads - Scratch</p> <p><b>Success criteria</b></p> <p>I can use conditions in my programs to control outcomes. I can understand and use the If... Then... Else structure to choose different outcomes based on whether a condition is true or false. I can represent my understanding of conditions and selection in algorithms. I can create programs using Scratch to apply selection and control outcomes. I can design and implement a quiz using selection to control how the program responds to different answers.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Podcasting</b></p> <p>Pupils will learn how to create their own podcasts. They will explore how to plan their podcast, record their voice, edit their audio, and share their finished podcast with others. This lesson helps pupils develop their storytelling skills and learn about the basics of audio production.</p> <p>- iPad - Garageband</p> <p><b>Success criteria</b></p> <p>I can plan what I want to say in my podcast and decide how to organise it. I can record my voice clearly and make sure my podcast sounds good. I can use editing tools to improve my podcast and fix any mistakes. I can share my finished podcast with others and tell them about what I made.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	<p>Computer Networks and Digital Literacy</p> <p><b>Communication and collaboration</b></p> <p>Explore how data is transferred over the internet, starting with addressing and the structure of data packets. Then learn how the internet supports online communication and collaboration by completing shared projects and evaluating different communication methods. Lastly, focus on responsible online communication, considering what is appropriate to share on the internet.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can explain how data is transferred over the internet.  I can understand the role of addressing and data packets in online communication.  I can collaborate on a shared project using the internet.  I can evaluate different methods of online communication.  I can communicate responsibly by knowing what should and should not be shared online.</p>	<p>IT: Data and Digital Literacy</p> <p><b>Spreadsheets</b></p> <p>Pupils are introduced to spreadsheets, helping them organise data into columns and rows to create their own datasets. They will learn the importance of formatting for calculations, apply formulas to multiple cells, and use spreadsheets to plan an event and answer questions. Finally, pupils will create charts to evaluate their results against the questions posed.</p> <p>- Chromebooks - Google sheets</p> <p><b>Success criteria</b></p> <p>I can organise data into columns and rows in a spreadsheet.  I can format data to support calculations.  I can use formulas to calculate data in a spreadsheet.  I can apply formulas to multiple cells and use them to solve problems.  I can create charts and evaluate results based on my data</p>	<p>Computer Science and Digital Literacy</p> <p><b>Variables and Conditional Code</b></p> <p>Pupils learn how to store information in variables and use conditional statements to make decisions in their programs. By understanding these concepts, they can create more dynamic and interactive projects, where the program changes based on different inputs or conditions.</p> <p>- iPads -Swift Playgrounds</p> <p><b>Success criteria</b></p> <p>I can use variables to store information in my program.  I can change what happens in my program by using conditional statements.  I can make my program respond to different situations or inputs.  I can create more interactive projects by using variables and conditions.</p>	<p>IT: Creative and Digital Literacy</p> <p><b>Green screen</b></p> <p>Pupils will explore short documentary films and news reports online for inspiration before working in pairs to create their own news-style report on a current topic. They will save images from Google, film themselves using a green screen, and edit their videos in iMovie, adding title credits and music to finalise their report.</p> <p>- iPad - iMovie - Green screen</p> <p><b>Success criteria</b></p> <p>I can look at examples of documentaries and news reports to get ideas for my own project.  I can create a news-style report based on my current topic.  I can save images and add them to my project in iMovie.  I can film myself in front of a green screen and appear in my project.  I can add title credits and music to my video using iMovie.</p>	<p>Computer Science and Digital Literacy</p> <p><b>AI Lessons</b></p> <p>Pupils are introduced to artificial intelligence (AI) and its impact on everyday life, focusing on its benefits, limitations, and ethical considerations. Pupils will explore AI through hands-on activities, learning about decision-making, data privacy, and online safety, while developing digital literacy skills aligned with the KS2 Computing curriculum.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand what AI is and how it's used in everyday life.  I can recognise the benefits and limitations of AI.  I can create simple AI systems to see how they work.  I can understand how AI affects decision-making and data privacy.  I can practise safe online behaviour and protect my personal data.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Digital yearbook</b></p> <p>Pupils will collaborate to create an end-of-year school book using Canva. They will take, edit, and curate selected photos of each other and their school environment, conduct interviews with key staff members, and compile these elements into a fun and memorable keepsake that reflects their school year.</p> <p>- iPad - Chromebooks - Google Docs - Canva (Education accounts)</p> <p><b>Success criteria</b></p> <p>I can work together with my classmates to plan and organise our yearbook project.  I can take and edit photos of each other and our school to include in the book.  I can interview key staff members to gather meaningful content for our yearbook.  I can make design choices in Canva to create an appealing layout for our yearbook.  I can reflect on our teamwork and contributions to create a fun and memorable keepsake.</p>



# Computing Progression Map 2024 / 25

	PSED, Understanding the world	Science and Geography, PSED	Geography and science, PSED	Science, Maths, English, D&T, PSED	Science and Geography, Understanding the world, PSED	Maths, D&T, Understanding the world, PSED
<b>Rec</b>	<p>Early Years Links: : PSED, Understanding the world</p> <p><b>Online Safety</b></p> <p>Unplugged computing activity: Children will explore how bodies move and grow. They will use provided resources to learn about body parts and create simple routines of movements using algorithms.</p>	<p>Early Years Links: Science and Geography, PSED</p> <p><b>Awesome Autumn / Online safety</b></p> <p>Unplugged computing activity: Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p>	<p>Early Years Links: Geography and science, PSED</p> <p><b>Winter Warmers / Online Safety</b></p> <p>unplugged computing activity: Snowmen scarves and patterns, creating igloos and bird feeders- all take centre stage in our three winter themed activities.</p>	<p>Curriculum Links: Science, Maths, English, D&amp;T, PSED</p> <p><b>Boats Ahoy / Use of devices and applications</b></p> <p>Unplugged computing activity: Takes children on a journey of discovery as they investigate boats. Four activities make up this set of resources. Includes different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.</p>	<p>Early Years Links: Science and Geography, Understanding the world, PSED</p> <p><b>Springtime / Data handling / New and old tech</b></p> <p>Springtime unplugged computing activity: Spring themed activities see the children make a Rabbit run, create Junk scarecrows and explore sequencing whilst planting seeds.</p>	<p>Early Years Links: Maths, D&amp;T, Understanding the world, PSED</p> <p><b>New and old tech / Intro to Beebots</b></p> <p>Range of technology in role play areas. Children identify new and older technology. Children learn how to use technology safely and respectfully. Children are introduced to algorithms and programming using the Beebots</p>
	<b>Computer Networks and DL</b>	<b>Computer Science and DL</b>	<b>Computer Science and DL</b>	<b>IT: Media and DL</b>	<b>IT: Data and Digital Literacy</b>	<b>IT: Creativity and Digital Literacy</b>
<b>Y1</b>	<p>Computer Networks and Digital Literacy</p> <p><b>Tech around us</b></p> <p>Develop your learners' understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Programmable toys</b></p> <p>Pupils will program Bee Bots to follow instructions, move in shapes, and navigate obstacles, while developing debugging skills to fix mistakes in their code. They will write simple algorithms, predict and test outcomes, refine their code, and apply their skills using the Bee Bot app on a screen.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Controlling animations on a screen</b></p> <p>Pupils will learn basic coding in Hopscotch by making characters react to sounds, movement, or taps, and use code blocks to draw and create effects like fireworks and sounds.</p> <p>-Hopscotch -iPads</p>	<p>IT: Media and Digital Literacy</p> <p><b>Digital Books</b></p> <p>Pupils will learn to safely use search engines, find appropriate images, and enhance their E-book projects with text, sound, photos, and videos. They will also understand the importance of permission when filming, keeping personal information private, and talking to an adult</p>	<p>IT: Data and Digital Literacy</p> <p><b>Pictograms</b></p> <p>Pupils will explore the concept of data and how to collect it using tally charts. They will use attributes to organise data and present it through pictograms and block diagrams, then use the data to answer questions.</p> <p>- Chromebooks - J2E</p> <p><b>Success Criteria</b></p>	<p>IT: Creativity and Digital Literacy</p> <p><b>Creating digital art</b></p> <p>Learners will create digital artwork inspired by famous artists like Matisse, Picasso, Mondrian, and Julian Opie using iPads and the Brushes Redux app.</p> <p>- iPads - Brushes Redux</p> <p><b>Success Criteria</b></p>

	<p>- Chromebook - Code.org - Painz.app</p> <p><b>Success criteria</b> I can learn about how technology helps us in different ways. I can get to know the different parts of a computer and how they work. I can practise using the keyboard and mouse. I can think about how to use technology responsibly.</p>	<p>- Beebots - BeeBot App - iPads</p> <p><b>Success criteria</b> I can program Bee Bots to follow instructions and move in specific shapes. I can navigate Bee Bots around obstacles accurately. I can identify and fix mistakes (debug) in my Bee Bot programs. I can write simple algorithms to control the Bee Bots and predict what will happen. I can test my code, make adjustments, and refine it based on the results. I can use the Bee Bot app to practise my coding skills and apply what I have learned on a screen.</p>	<p><b>Success criteria</b> I can make characters move, jump, or spin using sounds, shaking, or tapping the iPad. I can use code blocks to make a character draw or create effects like fireworks and sounds. I can understand that I can use this app to make simple or complex games.</p>	<p>if they encounter anything upsetting online.</p> <p>- iPads - Book Creator App - Safari App - Camera App</p> <p><b>Success Criteria</b> I can use the internet safely to find pictures for my project. I can add words, sounds, and pictures to my work. I can ask before taking a photo or video of someone. I can keep my personal information safe when sharing my work. I can tell an adult if I see something online that makes me feel upset or unsure.</p>	<p>I can understand and explain what data means. I can collect data and record it using a tally chart. I can use the term 'attribute' to help organise data. I can present data using pictograms and block diagrams. I can analyse and answer questions based on the data presented.</p>	<p>I can make digital pictures inspired by famous artists like Matisse and Picasso. I can use an iPad and the Brushes Redux app to create my artwork. I can choose different colours and brushes to make my picture look how I want.</p>
<p><b>Y2</b></p>	<p>Computer Networks and Digital Literacy</p> <p><b>IT around us</b></p> <p>How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p> <p>- Chromebook</p> <p><b>Success criteria</b> I can explain how technology helps us at home and in places like shops, libraries, and hospitals. I can talk about how technology is useful and benefits us. I can learn how to use technology safely and make good choices when using it.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Amazing Amusement Park</b></p> <p>This unit introduces your pupils to engineering design skills. They'll learn about the steps that are involved in defining a problem, brainstorming solutions and testing and refining prototypes to improve their ideas. They'll learn observation skills by gathering information about a problem and modifying a solution to meet others' needs.</p> <p>- Lego Spike kits - Chromebooks - <a href="#">Planning</a></p> <p><b>Success criteria</b> I can understand and follow instructions in a sequence to see what happens.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Creating a story</b></p> <p>Pupils will use Scratch Junior to make a character (sprite) move on a background (stage) using code. They will use pre-made sprites and draw their own to create a simple animated story.</p> <p>- iPads - Scratch Jr</p> <p><b>Success criteria</b> I can create and test simple algorithms to make sure they work and find and fix bugs in my programs. I can use Scratch Junior to code a character to move on a background. I can choose and draw my own sprites. I can use pre-made and my own sprites to create a simple animated story. I can build and tell a story using Scratch Junior.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Puppet Pals</b></p> <p>Pupils will use Puppet Pals to create a story related to their topic of study, using cut-out photographs of themselves as animated characters alongside cartoon characters and backgrounds. They will design a simple storyboard, add narration, and export their film as a .mov file, gaining a basic understanding of how cartoons and films are made.</p> <p>- iPads - Puppet Pal App</p> <p><b>Success criteria</b> I can use Puppet Pals to create a story related to my topic of study. I can use cut-out photographs of myself and cartoon characters to make my story come to life.</p>	<p>IT: Data and Digital Literacy</p> <p><b>Recording bug hunt data</b></p> <p>Pupils will collect data about bugs, linked to the science topic of living things and their habitats. They will use iPads to take photos of mini-beasts and use the zoom function to identify their features. The collected data will be organised and presented using j2e charts.</p> <p>- iPad - <a href="#">j2E charts</a> - Chromebooks</p> <p><b>Success criteria</b> I can use an iPad to take photos of mini-beasts. I can use the zoom function to see and identify the features of mini-beasts. I can collect and organise data about bugs using j2e charts.</p>	<p>IT: Creativity and Digital Literacy</p> <p><b>Taking, selecting and editing digital images</b></p> <p>Learners will use the iPad camera app to capture photos and gain hands-on experience with taking, editing, and improving their own pictures. They will then use their new skills to understand that not all images they see are real, sparking their curiosity about the world of digital images.</p> <p>- iPad - Camera app - iPhotos - Teach computing L4 and 5</p> <p><b>Success criteria</b> I can use the camera app on the iPad to capture photographs. I can take, edit, and improve my own photos. I can understand that not all images I see are real.</p>

		<p>I can use commands in different orders to find out how it changes the outcome.</p> <p>I can design simple algorithms and test them to see if they work.</p> <p>I can find and fix bugs in my programs.</p>		<p>I can add extra characters and backgrounds from Google Images to illustrate my topic.</p> <p>I can create a simple storyboard to plan my story and add narration to my film.</p> <p>I can save my film as a Puppet Pals file and export it as a .mov file.</p>		
<b>Y3</b>	<p>Computer Networks and Digital Literacy</p> <p><b>Connecting computers</b></p> <p>Challenge your learners to develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand how digital devices work by learning about inputs, processes, and outputs.</p> <p>I can compare digital devices with non-digital devices to see how they are different.</p> <p>I can learn about computer networks and how devices like routers and switches help connect them.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Events and actions in programs</b></p> <p>Learners will explore how to move a sprite in different directions and use it to navigate a maze. They will learn to draw with sprites using pen blocks, change line size and colour, and design their own maze tracing program. They will also practise solving problems and debugging their programs to ensure they work properly.</p> <p>- Scratch - iPad / Chromebook - Scratch pupil accounts</p> <p><b>Success criteria</b></p> <p>I can move a sprite in four directions</p> <p>I can use a sprite to navigate through a maze</p> <p>I can use pen blocks to draw lines with sprites and change their size and colour.</p> <p>I can design and code my own maze tracing program.</p> <p>I can solve problems and debug my program to make sure it works correctly.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Crazy Carnival Games</b></p> <p>Pupils will deepen their understanding of computer science by creating sequences and loops, breaking down problems, and improving their programs to meet specific needs. They will learn to clearly explain their programming choices, conduct fair tests, and develop their skills in generating and debugging different solutions.</p> <p>- Lego Spike - <a href="#">Lego Spike lessons</a> - Chromebooks</p> <p><b>Success criteria</b></p> <p>I can create sequences and loops in my programs.</p> <p>I can break down big problems into smaller steps to solve them.</p> <p>I can make changes to my programs so they work the way I want them to.</p> <p>I can explain why I made certain choices when making my program.</p> <p>I can test my programs fairly and debug them.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Stop Motion Animation</b></p> <p>Pupils will explore various animation examples and techniques, then create their own stop-motion animations using 2D paper cutouts and backgrounds with the iMotion app. They will export their animations to iMovie to add titles and narration and learn about different platforms where they can share their work.</p> <p>- iMotion - iMovie - iPads</p> <p><b>Success criteria</b></p> <p>I can create stop-motion animations using paper cutouts and backgrounds with the iMotion app.</p> <p>I can export my animations to iMovie and add titles and narration.</p> <p>I can explore different platforms where my animations can be shared.</p> <p>I can use examples of animations to inspire my own work.</p> <p>I can use different techniques to improve my animations based on my topic</p>	<p><b>IT: Data and Digital Literacy</b></p> <p><b>Branching Databases</b></p> <p>Learners will explore what a branching database is and how to create one by using yes/no questions to sort objects based on their attributes. They will build both physical and digital branching databases, and design an identification tool to test and refine. They will also consider how branching databases are used in real-world situations.</p> <p>- Chromebooks - J2E</p> <p><b>Success criteria</b></p> <p>I can understand and create a branching database using yes/no questions.</p> <p>I can use attributes to sort objects into groups.</p> <p>I can build both physical and on-screen branching databases.</p> <p>I can design and test an identification tool using a branching database.</p>	<p><b>IT: Creativity and Digital Literacy</b></p> <p><b>Using Digital Pencil &amp; Pop Art</b></p> <p>Pupils will explore Pop Art, a vibrant art movement known for its bold colours, graphic lines, and popular culture elements. They will use digital tools to create their own Pop Art-inspired artworks and will learn how to use the camera app to capture and enhance high-quality portraits as part of their creative process.</p> <p>- iPencil. - iPad - Camera - Photo app</p> <p><b>Success criteria</b></p> <p>I can use the camera app to take clear and high-quality portraits.</p> <p>I can edit my photos to improve their quality and add artistic effects.</p> <p>I can use digital tools to create artwork inspired by Pop Art.</p> <p>I can apply bright colours, bold lines, and graphic patterns to my digital art.</p>

<p><b>Y4</b></p>	<p>Computer Networks and Digital Literacy</p> <p><b>The Internet</b></p> <p>Learners will explore how the internet is a network of networks and why it needs to be secure. They will understand that the World Wide Web is a part of the internet and practice exploring it to learn about content ownership and what they can access and create. They will also evaluate online content to determine its reliability and understand the impact of false information.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand that the internet is made up of many connected networks that need to be secure.</p> <p>I can explore the World Wide Web to learn about who owns content and what I can access and create.</p> <p>I can evaluate online content to decide if it is honest, accurate, or reliable.</p> <p>I can use tools like Chrome Music Lab to see what can be made on the World Wide Web.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Hopscotch Games</b></p> <p>Pupils will use Hopscotch to create a Spiral Draw game and then build a Crossy Road game by adding code to multiple Sprites. They will learn to debug and refine their code, enhance their game with roads, landscapes, and sounds, and create a two-player mode with separate controllers.</p> <p>-iPads - Hopscotch app</p> <p><b>Success criteria</b></p> <p>I can use Hopscotch to create a Spiral Draw game.</p> <p>I can add code to Sprites to build and enhance a Crossy Road game.</p> <p>I can debug and refine my code to make sure it works correctly.</p> <p>I can add roads, landscapes, and sounds to improve my game.</p> <p>I can create a two-player mode with separate controllers in my game.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Repetition and loops</b></p> <p>Learners will explore the difference between count-controlled and infinite loops and use this knowledge to enhance existing animations and games through repetition. For their final project, they will design and create a game that incorporates repetition, applying the stages of programming design throughout the process.</p> <p><b>Success criteria</b></p> <p>I can understand and explain the difference between count-controlled and infinite loops.</p> <p>I can modify animations and games by using repetition to improve them.</p> <p>I can design and create a game that uses repetition effectively.</p> <p>I can solve problems and debug my code to make sure my game works as intended.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Creating a website</b></p> <p>Pupils will use Google Sites to create a website featuring their recent work, including Microbit coding projects, Comic Life worksheets, and their own written and visual content. They will include external hyperlinks, keep personal information private, and research other websites to design a clear and user-friendly site.</p> <p>- Google Sites - Chromebooks</p> <p><b>Success criteria</b></p> <p>I can use Google Sites to create a website that showcases my work on recent topics.</p> <p>I can include projects like Micro Bit coding, Comic Life worksheets, written work, and drawings on my website.</p> <p>I can add external hyperlinks to my website.</p> <p>I can keep personal information private while working on my website.</p> <p>I can research other websites to learn what makes them effective and use this knowledge to make my website easy to navigate.</p>	<p>IT: Data and Digital Literacy</p> <p><b>Datalogging</b></p> <p>Pupils will explore how and why data is collected over time. They will learn about human senses and how computers use sensors to monitor the environment. Pupils will collect and review data, examining data points, data sets, and logging intervals. Towards the end of the unit, they will pose questions and use Microbits to automatically collect the data needed to answer those questions.</p> <p>- Microbits - Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand why and how data is collected over time.</p> <p>I can learn about human senses and how computers use sensors to monitor the environment.</p> <p>I can collect and review data, looking at data points, data sets, and logging intervals.</p> <p>I can use a computer to analyse data and find answers to questions.</p> <p>I can use MicroBits to automatically collect data to answer specific questions.</p>	<p>IT: Creativity and Digital Literacy</p> <p><b>Motion Graphic</b></p> <p>Pupils will use iPads and iPencils to draw and animate the solar system. They will explore Keynote transitions to create a short motion graphic that illustrates the movement of planets and other celestial bodies. Pupils will learn how to use different tools and techniques in Keynote to make their animations smooth and engaging.</p> <p>-iPads - Keynote app</p> <p><b>Success criteria</b></p> <p>I can use an iPad and an iPencil to draw the solar system.</p> <p>I can use Keynote transitions to animate my drawings and create a motion graphic.</p> <p>I can apply different Keynote tools and techniques to make my animation smooth.</p> <p>I can explain how I used the tools to animate the solar system.</p> <p>I can present my animation and describe how the planets and other elements move.</p>
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<p><b>Y5</b></p>	<p>Computer Networks and Digital Literacy</p> <p><b>Systems and searching</b></p> <p>Learners will explore how computer systems work and how information is transferred between different systems and devices. They will examine both small-scale and large-scale systems, explaining their input, output, and processing components. Additionally, learners will discover how search engines find and rank information on the World Wide Web and compare different search engines.</p> <p>- Chromebook - Range of search engines</p> <p><b>Success criteria</b> I can understand how computer systems work and how information moves between devices. I can explain the input, output, and process of different real-world systems. I can learn how search engines work and how they find and rank information on the web. I can compare different search engines to see how they work.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Selection in quizzes</b></p> <p>Pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</p> <p>- Chromebooks / iPads - Scratch</p> <p><b>Success criteria</b> I can use conditions in my programs to control outcomes. I can understand and use the If... Then... Else structure to choose different outcomes based on whether a condition is true or false. I can represent my understanding of conditions and selection in algorithms. I can create programs using Scratch to apply selection and control outcomes. I can design and implement a quiz using selection to control how the program responds to different answers.</p>	<p>Computer Science and Digital Literacy</p> <p><b>Commands, Functions and Loops</b></p> <p>Pupils will explore how to give commands to make things happen in their programs, create their own functions to organise their code and use loops to make actions repeat without rewriting them. These skills will help them solve problems more effectively.</p> <p>- iPad - Swift Playgrounds app - Apple store visit?</p> <p><b>Success criteria</b> I can make a character move or do something by giving clear instructions. I can see that commands tell the computer what to do, like steps in a recipe. I can make instructions that I can use again by creating a function. I can use functions to keep my code simple and neat. I can use loops to make things happen multiple times without rewriting them. I can see that loops help my programs repeat actions quickly.</p>	<p>IT: Media and Digital Literacy</p> <p><b>Podcasting</b></p> <p>Pupils will learn how to create their own podcasts. They will explore how to plan their podcast, record their voice, edit their audio, and share their finished podcast with others. This lesson helps pupils develop their storytelling skills and learn about the basics of audio production.</p> <p>- iPad - Garageband</p> <p><b>Success criteria</b> I can plan what I want to say in my podcast and decide how to organise it. I can record my voice clearly and make sure my podcast sounds good. I can use editing tools to improve my podcast and fix any mistakes. I can share my finished podcast with others and tell them about what I made.</p>	<p>IT: Data and Digital Literacy</p> <p><b>Flat-file databases</b></p> <p>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others</p> <p>- Chromebook</p> <p><b>Success criteria</b> I can use a database to organise information into records. I can use tools within the database to sort and find answers to questions about the data. I can create graphs and charts from my data to help solve problems. I can use a real-life database to find answers and present my findings to others.</p>	<p>Digital Literacy Creativity</p> <p><b>Intro to iPad &amp; iPencils / Pop Art</b></p> <p>Pupils will learn to use the iPencil to create detailed digital drawings on their iPads, exploring various drawing tools and techniques. In the 'Pop Art' lesson, they will use their iPencil skills to create vibrant, Pop Art-inspired pieces, applying bold colours and patterns to their digital artwork to mimic the style of famous Pop artists.</p> <p>- iPad - iPencil - Camera app - Photos app</p> <p><b>Success criteria</b> I can use the iPencil to draw detailed pictures on my iPad. I can explore different drawing tools and techniques to improve my digital art. I can create digital drawings by using the features of the iPencil effectively I can apply bold colours and patterns to my artwork to mimic the Pop Art style. I can use my creativity to design vibrant and eye-catching digital art.</p>
<p><b>Y6</b></p>	<p>Computer Networks and Digital Literacy</p> <p><b>Communication and collaboration</b></p>	<p>Computer Science and Digital Literacy</p> <p><b>Variables and Conditional Code</b></p>	<p>Computer Science and Digital Literacy</p> <p><b>AI Lessons</b></p>	<p>IT: Media and Digital Literacy</p> <p><b>Digital yearbook</b></p>	<p>IT: Data and Digital Literacy</p> <p><b>Spreadsheets</b></p>	<p>IT: Creativity and Digital Literacy</p> <p><b>Green screen (iMovie)</b></p>

	<p>Explore how data is transferred over the internet, starting with addressing and the structure of data packets. Then learn how the internet supports online communication and collaboration by completing shared projects and evaluating different communication methods. Lastly, focus on responsible online communication, considering what is appropriate to share on the internet.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can explain how data is transferred over the internet.</p> <p>I can understand the role of addressing and data packets in online communication.</p> <p>I can collaborate on a shared project using the internet.</p> <p>I can evaluate different methods of online communication.</p> <p>I can communicate responsibly by knowing what should and should not be shared online.</p>	<p>Pupils learn how to store information in variables and use conditional statements to make decisions in their programs. By understanding these concepts, they can create more dynamic and interactive projects, where the program changes based on different inputs or conditions.</p> <p>- iPads -Swift Playgrounds</p> <p><b>Success criteria</b></p> <p>I can use variables to store information in my program.</p> <p>I can change what happens in my program by using conditional statements.</p> <p>I can make my program respond to different situations or inputs.</p> <p>I can create more interactive projects by using variables and conditions.</p>	<p>Pupils are introduced to artificial intelligence (AI) and its impact on everyday life, focusing on its benefits, limitations, and ethical considerations. Pupils will explore AI through hands-on activities, learning about decision-making, data privacy, and online safety, while developing digital literacy skills aligned with the KS2 Computing curriculum.</p> <p>- Chromebooks</p> <p><b>Success criteria</b></p> <p>I can understand what AI is and how it's used in everyday life.</p> <p>I can recognise the benefits and limitations of AI.</p> <p>I can create simple AI systems to see how they work.</p> <p>I can understand how AI affects decision-making and data privacy.</p> <p>I can practise safe online behaviour and protect my personal data.</p>	<p>Pupils will collaborate to create an end-of-year school book using Canva. They will take, edit, and curate selected photos of each other and their school environment, conduct interviews with key staff members, and compile these elements into a fun and memorable keepsake that reflects their school year.</p> <p>- iPad - Chromebooks - Google Docs - Canva (Education accounts)</p> <p><b>Success criteria</b></p> <p>I can work together with my classmates to plan and organise our yearbook project.</p> <p>I can take and edit photos of each other and our school to include in the book.</p> <p>I can interview key staff members to gather meaningful content for our yearbook.</p> <p>I can make design choices in Canva to create an appealing layout for our yearbook.</p> <p>I can reflect on our teamwork and contributions to create a fun and memorable keepsake.</p>	<p>Pupils are introduced to spreadsheets, helping them organise data into columns and rows to create their own datasets. They will learn the importance of formatting for calculations, apply formulas to multiple cells, and use spreadsheets to plan an event and answer questions. Finally, pupils will create charts to evaluate their results against the questions posed.</p> <p>- Chromebooks - Google sheets</p> <p><b>Success criteria</b></p> <p>I can organise data into columns and rows in a spreadsheet.</p> <p>I can format data to support calculations.</p> <p>I can use formulas to calculate data in a spreadsheet.</p> <p>I can apply formulas to multiple cells and use them to solve problems.</p> <p>I can create charts and evaluate results based on my data.</p>	<p>Pupils will explore short documentary films and news reports online for inspiration before working in pairs to create their own news-style report on a current topic. They will save images from Google, film themselves using a green screen, and edit their videos in iMovie, adding title credits and music to finalise their report.</p> <p>- iPad - iMovie - Green screen</p> <p><b>Success criteria</b></p> <p>I can look at examples of documentaries and news reports to get ideas for my own project.</p> <p>I can create a news-style report based on my current topic.</p> <p>I can save images and add them to my project in iMovie.</p> <p>I can film myself in front of a green screen and appear in my project.</p> <p>I can add title credits and music to my video using iMovie.</p>
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