

Computing Curriculum Overview 2024/25

	<u>HT1 - ICT & Research</u>	<u>HT 2 - Digital Literacy</u>	<u>HT3 - E-Safety</u>	<u>HT4 - Computer Science</u>	<u>HT5 - Robotics</u>	<u>HT6- Cross Curricular</u>
<u>Year 1</u>	<p><u>There's an App for That!</u></p> <p><i>Look at the technology around us and the role it plays in the modern world</i></p>	<p><u>3D Building</u></p> <p><i>Use technology to express creativity and imagination while learning fundamental skills for using an iPad</i></p>	<p><u>E-Safety Guide</u></p> <p><i>Produce a guide providing e-safety information on key strands (passwords, trusted adults, etc.).</i></p>	<p><u>Scratch Jr - Introduction</u></p> <p><i>Develop fundamental skills in coding through a series of challenges and projects by coding to a brief.</i></p>	<p><u>Scratch Jr - Intro Lvl 2</u></p> <p><i>Develop fundamental skills in coding through a series of challenges and projects by coding to a brief.</i></p>	<p><u>Cross Curricular</u></p> <p><i>Pupils use their developed computing skills to create further resources for other subjects using 3D block software.</i></p>
<u>Year 2</u>	<p><u>There's an App for That!</u></p> <p><i>Look at the technology around us and the role it plays in the modern world</i></p>	<p><u>3D Building</u></p> <p><i>Use technology to express creativity and imagination while refining fundamental skills for using an iPad</i></p>	<p><u>E-Safety Guide</u></p> <p><i>Produce a guide providing e-safety information on key strands (passwords, trusted adults, etc.).</i></p>	<p><u>Scratch Jr - The Four Seasons</u></p> <p><i>Continue to develop their fundamental coding skills. Create a project incorporating commands, algorithms, loops, etc.</i></p>	<p><u>Mini-Games</u></p> <p><i>Delve deeper into Scratch Jr to create 4 interactive and playable mini-games.</i></p>	<p><u>Cross Curricular</u></p> <p><i>Pupils use their developed computing skills to create further resources for other subjects using 3D block software.</i></p>
<u>Year 3</u>	<p><u>Ada Lovelace</u></p> <p><i>Research key historical figures in Computing and produce and presentation</i></p>	<p><u>Minecraft Architecture</u></p> <p><i>Through collaboration, creative briefs, and feedback, pupils produce work with their own touch.</i></p>	<p><u>Misinformation article</u></p> <p><i>Weekly discussion about all aspects of e-safety. Learn about and create an article on misinformation.</i></p>	<p><u>Interactive Postcards Level 1</u></p> <p><i>Use text-based block instructions, developing their computing vocabulary further and coding to a specific brief.</i></p>	<p><u>Basic commands & algorithms</u></p> <p><i>Programming an external device. Allowing pupils to see their code come to life.</i></p>	<p><u>Cross Curricular</u></p> <p><i>Pupils use their developed computing skills to create further resources for other subjects using CAD software.</i></p>
<u>Year 4</u>	<p><u>Steve Jobs</u></p> <p><i>Research key historical figures in Computing and produce and presentation</i></p>	<p><u>Movie Trailers</u></p> <p><i>Through collaboration, creative briefs, and feedback, pupils produce work with their own touch.</i></p>	<p><u>Misinformation article</u></p> <p><i>Weekly discussion about all aspects of e-safety. Learn about and create an article on misinformation.</i></p>	<p><u>Interactive Postcards Level 2</u></p> <p><i>Use text-based block instructions, developing their computing vocabulary further and coding to a specific brief.</i></p>	<p><u>Loops & Functions</u></p> <p><i>Programming an external device. Allowing pupils to see their code come to life.</i></p>	<p><u>Cross Curricular</u></p> <p><i>Pupils use their developed computing skills to create further resources for other subjects using CAD software.</i></p>
<u>Year 5</u>	<p><u>Alan Turing</u></p> <p><i>Research key historical figures in Computing and produce and presentation</i></p>	<p><u>Photography and Editing</u></p> <p><i>Through collaboration, creative briefs, and feedback, pupils produce work with their own touch.</i></p>	<p><u>Misinformation article</u></p> <p><i>Weekly discussion about all aspects of e-safety. Learn about and create an article on misinformation.</i></p>	<p><u>Game Studio</u></p> <p><i>Use text-based block instructions, developing their computing vocabulary further and coding to a specific brief.</i></p>	<p><u>Conditionals</u></p> <p><i>Programming an external device. Allowing pupils to see their code come to life.</i></p>	<p><u>Cross Curricular</u></p> <p><i>Pupils use their developed computing skills to create further resources for other subjects using CAD software.</i></p>
<u>Year 6</u>	<p><u>Women in Computing</u></p> <p><i>Research key historical figures in Computing and produce and presentation</i></p>	<p><u>Animation</u></p> <p><i>Through collaboration, creative briefs, and feedback, pupils produce work with their own touch on it.</i></p>	<p><u>Misinformation article</u></p> <p><i>Weekly discussion about all aspects of e-safety. Learn about and create an article on misinformation.</i></p>	<p><u>App Developers</u></p> <p><i>Use text-based block instructions, developing their computing vocabulary further and coding to a specific brief.</i></p>	<p><u>Variables</u></p> <p><i>Programming an external device. Allowing pupils to see their code come to life.</i></p>	<p><u>Cross Curricular</u></p> <p><i>Pupils use their developed computing skills to create further resources for other subjects using CAD software.</i></p>

