

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>All Classes must complete an Online safety lesson at the start of each term taken from the Online Safety curriculum and teachers must integrate and make reference to Online Safety skills/PSHCE skills within each Computing lesson.</i>						
EYFS Topic		Celebrations and Festivals	Houses and Homes	Growth and Change	Journeys	Minibeasts
		Online Safety Using the IWB	Online Safety Digi-maps /Google Earth I-Pads – photos and videos	Online Safety QR codes	Online Safety Bee-bots Remote controlled vehicles	Online Safety Using 2Paint to practice mouse and keyboard skills
EYFS resources	Ipads IWBs Talking Tins Metal Detectors					

	Sounds	Space	Weather	Kings and Queens	The Seaside	
Year 1 Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Logging on and keyboard skills</b> Log in to a PC using a username and password.	<b>Word</b> Open a document Add text/change font Save a document	<b>Programming</b>	<b>Manipulating Images</b>  ART link	<b>Data Handling</b> Create graph on cake choices – English link	<b>Simulations</b> Build a seaside related scene Simulation using the Toca Builders app.
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• On a range of devices: -Develop correct use of the keyboard (e.g. spacebar, backspace, delete, shift (not caps lock) and enter keys).</li> <li>• Select text appropriately e.g. highlighting or clicking text to select</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about their use of technology and other ways of finding information, e.g. books, asking other people.</li> <li>▪ Save and store work in an appropriate area, and be able to print, retrieve and amend it.</li> <li>▪ Make simple changes to text e.g. colour, style and size.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Give and follow commands (one at a time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.</li> <li>▪ Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.</li> <li>▪ Explore and create sequences of commands/instructions in a variety of programs/devices.</li> <li>▪ Make predictions and describe the effects when creating programs and controlling devices.</li> <li>▪ Identify errors in instructions.</li> </ul>	Select appropriate images to add to work. <ul style="list-style-type: none"> <li>▪ Use a range of digital devices to capture and save both still and moving images. These could include digital cameras, video cameras, tablets,</li> <li>▪ Begin to make changes to images e.g. cropping using basic tools in image manipulation software.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use simple graphing software to produce pictograms and other basic tables, charts or graphs.</li> <li>▪ Use graphing software to enter data and change a graph type, e.g. pictogram to bar chart</li> <li>▪ Interpret the graphs, discuss the information contained and answer simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore simulations of real and virtual environments e.g. BBC science clips, virtual plants and pets.</li> <li>▪ Make informed choices when exploring what happens in a simulation.</li> <li>▪ Discuss use of simulations and compare with reality, e.g. a simulation of a science experiment.</li> <li>▪ Talk about the rules found in simulations.</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Use logical reasoning to predict what will happen in simple programs.</li> </ul>			
<b>KNOWLEDGE AND UNDERSTANDING</b>			<ul style="list-style-type: none"> <li>▪ Understand that algorithms are a series of steps or instructions to achieve a specific goal.</li> <li>▪ Understand that devices respond to commands.</li> <li>▪ Understand the meaning of the term program.</li> <li>▪ Talk about devices in the home that are controlled by commands.</li> <li>▪ Understand that prediction, trial and error are important considerations when creating programs or controlling movement.</li> </ul>			<ul style="list-style-type: none"> <li>▪ Understand that computer simulations can represent real and virtual environments.</li> <li>▪ Understand that computer simulations allow the user to explore options and make choices, recognising that different decisions produce different outcomes.</li> </ul>
<b>Y1 Resources</b>	Laptops 2type	Microsoft Word	Bee Bots Alex app Daisy the Dinosaur app	Pic Collage	2graph	Toca Builders app Epic Citadel App Human Body App

Year 2 Topic	Local Environment	People Who Help Us	Lighthouses/ Island Home	Victorians	Animals	Africa
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>AREA OF STUDY</b>	<b>Creating Pictures</b> PicCollage/ Photostory <ul style="list-style-type: none"> <li>Searching and saving pictures from internet search to camera roll on ipads.</li> <li>Creation of pic collage using the pictures.</li> <li>Adding labels and changing backgrounds.</li> </ul> Beebots in Maths - programming	<b>Keyboard Skills</b> <b>Internet Search Skills</b> <ul style="list-style-type: none"> <li>2 sessions 2Simple2Type</li> <li>Searching using Espresso</li> <li>Searches Using Google</li> </ul> Recap Y1 Skills - create a Word Document <ul style="list-style-type: none"> <li>Saving a word document</li> <li>Add text change font</li> </ul> Copying and pasting pictures into a document.	<b>Messaging and Email</b> <ul style="list-style-type: none"> <li>How island communicates with Mainland</li> <li>Physical internet world map</li> <li>Messaging to work remote technology such as lighthouses.</li> <li>Maily Email app</li> </ul>	<b>Using the Internet to research</b> <b>Powerpoint</b> <ul style="list-style-type: none"> <li>Using the internet to research aspects of Victorian/modern life.</li> <li>Sainsbury's Victorians Site</li> <li>Creating a powerpoint to compare Victorian and Mordern life:</li> <li>open/save</li> <li>add slides</li> <li>add text boxes</li> <li>add pictures</li> </ul>	<b>Programming</b> <b>Scratch</b> <b>Debugging</b> <ul style="list-style-type: none"> <li>Create own beebot routes and write programs to correspond – link to maths positional language.</li> <li>Scratch – create basic background character and program for an animal.</li> </ul>	<b>Data Handling</b> <ul style="list-style-type: none"> <li>Developing classification skills using sorting activities and branching databases/ programmes</li> <li>Produce pictograms, charts and tables.</li> <li>Kahoot quiz creation to collect data</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Create a sequence of images to form a short animation.</li> <li>Change the content of a project for a specific audience.</li> <li>Save and store work in an appropriate area, and be able to print, retrieve and amend it.</li> <li>Select appropriate images to add to work.</li> <li>Use recorded sound files in other software applications.</li> <li>Be able to share recordings with a known audience.</li> <li>Add captions to photos and graphics.</li> </ul> PROGRAMMING <ul style="list-style-type: none"> <li>Give and follow commands (one at a</li> </ul>	<ul style="list-style-type: none"> <li>Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser.</li> <li>Use technology to source, generate and amend ideas e.g. searching a resource such as Espresso for images by a specific artist.</li> <li>Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites, and other sources of stored information.</li> <li>Begin to add different forms of media together e.g. text and images in blogs or word processing documents.</li> <li>Save and store work in an appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Contribute ideas to class and group emails.</li> <li>Send an email, using a subject heading, to a known member of the school community e.g. another class teacher, bursar.</li> <li>Open and reply to an email from a known person.</li> <li>Develop an awareness of appropriate language to use in email and other forms of digital communication such as blogs.</li> <li>Begin to use webcams and /or video conferencing as a class, if appropriate and available, with external providers, another class or school.</li> <li>Talk openly about their use of online communication in school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>Use key words to search a specific resource for information, e.g. Espresso and other websites, under the guidance and supervision of an adult.</li> <li>Be able to retrieve files from a computer using a search of the computer.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, generate and follow a sequence of instructions (actual and on-screen) to make something happen; or complete a given task or problem to create a simple program.</li> <li>Explore and create sequences of commands/instructions in a variety of programs/devices.</li> <li>Make predictions and describe the effects when creating programs and controlling devices.</li> <li>Identify errors in instructions.</li> </ul> Use logical reasoning to predict what will happen in simple programs.	<ul style="list-style-type: none"> <li>Develop classification skills by carrying out sorting activities</li> <li>Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g. a 'Guess Who' game.</li> <li>Use a branching database program to sort and identify items.</li> </ul>

	time) to navigate other children and programmable toys around a course or a familiar journey, including straight and turning movements.	area, and be able to print, retrieve and amend it.				
<b>Year 2 Resources</b>	Pic Collage Photostory BeeBots	2Simple	Maily App	Laptops Powerpoint	iPads Scratch Jnr App	Laptops

**Lower Key Stage 2**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>Egypt</b>	<b>Egypt</b>	<b>Tudors</b>	<b>Tudors</b>	<b>Rainforest</b>	<b>Rainforest</b>
<b>Y3 Computing</b>	<p><b>Developing Computing skills</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Open a Word document from the server.</li> <li>• Saving a document to a folder on a server – link back to work in Y2 on server and how it works.</li> <li>• Changing Fonts</li> <li>• Inserting Pictures</li> <li>• Insert Text boxes</li> <li>• Formatting layout of text boxes and pictures</li> </ul>	<p><b>Programming</b></p> <p>Scratch – create a character and game linked to topic.</p>	<p><b>Multimedia and Creativity</b></p> <p>Imovie trailers, inserting text and pictures linked to Tudor topic.</p> <ul style="list-style-type: none"> <li>• Link to playscripts in Literacy</li> <li>• Sound</li> </ul>	<p><b>Data Handling</b></p> <p>Creating a Survey using online tools and analysing results.</p>	<p><b>Internet and Presentation skills</b></p> <p>Researching a topic using the Internet and creating a presentation.</p> <p>Information Technology</p> <p>POWERPOINT SKILLS:</p> <p>Recap all of Y2 skills and also be able to:</p> <ul style="list-style-type: none"> <li>• change fonts</li> <li>• change slide design</li> <li>• add transitions between slides</li> </ul>	
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>▪ Use different font sizes, colours and effects to communicate meaning for a given audience.</li> <li>▪ Use various layouts, formatting, graphics and illustrations for different purposes or audiences.</li> <li>▪ Use various software tools to complete a</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write programs that accomplish specific goals.</li> <li>▪ Read what a sequence in a program does.</li> <li>▪ Work with various forms of input.</li> <li>▪ Work with various forms of output.</li> <li>▪ Use logical reasoning to predict outputs.</li> <li>▪ Design programs,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.</li> <li>▪ Discuss and evaluate the quality of their own and others' captured images and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create frequency diagrams and graphs to answer questions.</li> <li>▪ Create and use a branching database to organise and analyse information to answer questions.</li> <li>▪ Begin to identify what data should be collected to answer a specific question.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a range of child friendly search engines to locate different media, e.g. text, images or sound.</li> <li>▪ Evaluate different search engines and explain their choices in using these for different purposes.</li> <li>▪ Develop specific key questions and key words to search for information e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.</li> <li>▪ Consider the effectiveness of key questions on search results and refine where necessary.</li> </ul>	

	<p>project, problem or task.</p> <ul style="list-style-type: none"> <li>▪ Use page setup to select different page sizes and orientations.</li> <li>▪ Use cut, copy and paste to refine and re-order content.</li> <li>▪ Combine and use various software tools to complete a project, problem or task.</li> <li>▪ Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace.</li> </ul>	<p>showing skills needed to plan and implement a task/problem that accomplish specific goals.</p> <ul style="list-style-type: none"> <li>▪ Design programs showing appropriate planning and implementing skills.</li> <li>▪ Create programs that implement algorithms to achieve specific goals.</li> <li>▪ Debug programs that accomplish specific goals through self and peer assessment.</li> <li>▪ Use sequence, repetition and selection in programs.</li> </ul>	<p>make decisions whether to keep, delete or change them.</p> <ul style="list-style-type: none"> <li>▪ Independently download and save images and video onto a computer.</li> <li>▪ Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collect data and enter it into a database under appropriate field headings.</li> <li>▪ Use a database to answer straightforward questions by searching, matching and ordering the contents of a single field.</li> <li>▪ Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.</li> <li>▪ Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as.</li> <li>▪ Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner.</li> <li>▪ Know how to temporarily allow useful pop-ups from a website.</li> <li>▪ Develop use of more advanced searching techniques, e.g., searching for a phrase using quotation marks to locate precise information.</li> </ul> <p>Choose the most appropriate search engine for a task, e.g., image search, search within a specific site or searching the wider internet.</p>	
<b>Resources</b>		Scratch	iMovie (iPads)	Kahoot	Powerpoint	Excel Survey Monkey

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4 Topic</b>	<b>Caves and Mines</b>		<b>Romans</b>		<b>Living things Anglo Saxon and Vikings</b>	<b>Animals</b>
<b>Y4 Computing</b>	<b>Developing Computing Skills</b> <ul style="list-style-type: none"> <li>Open a Word document</li> <li>Saving a document to a folder on a server.</li> <li>Changing Fonts</li> <li>Inserting Pictures</li> <li>Text boxes</li> <li>Formatting</li> <li>Add borders</li> <li>Adding in a tables and formatting them.</li> </ul>	<b>Producing digital Music Garageband</b> <ul style="list-style-type: none"> <li>Cave music</li> <li>Lake District adverts</li> </ul> <p>Using iMovie to create a promotional video.</p> <ul style="list-style-type: none"> <li>Searching and saving images.</li> <li>Importing images</li> <li>Importing music from Garage band</li> <li>Cutting and editing clips</li> <li>Exporting in HD</li> </ul>	<b>Data Handling <u>Recording and Analysing Weather Data</u></b> <ul style="list-style-type: none"> <li>Using a Logbox</li> <li>Attaching a probe</li> <li>Reading a temperature</li> <li>Downloading information from Data logger.</li> </ul> <p>green screen weather report.</p> <ul style="list-style-type: none"> <li>Recording a video using camera.</li> <li>Importing to iMovie</li> <li>Editing the clips</li> <li>Overlaying text</li> </ul>	<b>Networks, Research and Multimedia <u>Producing a powerpoint about Romans</u></b> <p>Coverage: Recap all PPT skills from Y2/3 and:</p> <ul style="list-style-type: none"> <li>add music to a PPT</li> <li>add a video link to a PPT</li> </ul>	<b>Programming/Coding</b> Code.org Course C  Sequencing Loops Events Debugging and problem solving	<b>Multimedia and Creativity <u>Stop Motion Animation</u></b>  Create a storyboard manipulate
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Use different font sizes, colours and effects to communicate meaning for a given audience.</li> <li>Use various layouts, formatting, graphics and illustrations for different purposes or audiences.</li> <li>Use various software tools to complete a</li> </ul>	<ul style="list-style-type: none"> <li>Import music, stills or video into video editing software for a specific project.</li> <li>Arrange, trim and cut clips to create a short film that conveys meaning.</li> <li>Add simple titles, credits and special effects, e.g .transitions.</li> </ul> <p>Storyboard, then use captured images to create</p>	<ul style="list-style-type: none"> <li>Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.</li> <li>Compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of child friendly search engines to locate different media, e.g. text, images or sound.</li> <li>Develop specific key questions and key words to search for information</li> <li>Consider the effectiveness of key</li> </ul>	<ul style="list-style-type: none"> <li>Write programs that accomplish specific goals.</li> <li>Read what a sequence in a program does.</li> <li>Work with various forms of input.</li> <li>Work with various forms of output.</li> <li>Use logical reasoning to predict outputs.</li> <li>Design programs, showing skills needed to</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of devices to capture still and moving images for a purpose. These could include digital cameras, video cameras, iPads, microscopes and webcams.</li> <li>Discuss and evaluate the quality of their own and others' captured</li> </ul>

	<p>project, problem or task.</p> <ul style="list-style-type: none"> <li>▪ Use page setup to select different page sizes and orientations.</li> <li>▪ Use cut, copy and paste to refine and re-order content.</li> <li>▪ Combine and use various software tools to complete a project, problem or task.</li> <li>▪ Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace.</li> <li>▪ Select and import sounds from other sources, e.g. own recordings, sound effects and music.</li> <li>▪ Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing.</li> <li>▪ Use and combine internet services such as those that provide images, sounds, 3D representations and graphic software.</li> <li>▪ Recognise and use key layout and design features, e.g.,</li> </ul>	<p>a short animated sequence which communicates a specific idea. Use ICT to create and perform sounds or music that would otherwise not be possible in a live situation, e.g., editing a multi-part piece.</p>	<p>different purposes.</p> <ul style="list-style-type: none"> <li>▪ Select and use the most appropriate method to organise and present data.</li> <li>▪ Use dataloggers to capture, record and analyse data continuously over time, including sound, temperature and light. (Science)</li> <li>▪ Use a data logger to 'snap shot' a series of related but separate readings in the course of an appropriate investigation. (Science)</li> </ul>	<p>questions on search results and refine where necessary.</p> <ul style="list-style-type: none"> <li>▪ Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as.</li> <li>▪ Develop use of more advanced searching techniques, e.g., searching for a phrase using quotation marks to locate precise information.</li> </ul>	<p>plan and implement a task/problem that accomplish specific goals.</p> <ul style="list-style-type: none"> <li>▪ Design programs showing appropriate planning and implementing skills.</li> <li>▪ Create programs that implement algorithms to achieve specific goals.</li> <li>▪ Debug programs that accomplish specific goals through self and peer assessment.</li> <li>▪ Use sequence, repetition and selection in programs.</li> <li>▪ Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.</li> <li>▪ Use sequences of commands to control physical devices using outputs.</li> <li>▪ Demonstrate and develop a sense of audience when appropriate.</li> <li>▪ Use and debug programs to control physical devices Note real or screen simulations could be used.</li> </ul> <p>Use logical reasoning to detect and correct errors in programs.</p>	<p>images and make decisions whether to keep, delete or change them.</p> <ul style="list-style-type: none"> <li>▪ Independently download and save images and video onto a computer.</li> <li>▪ Independently upload images and movies from digital cameras and other devices to a computer and save in a relevant location.</li> <li>▪ Be able to 'resize' images (pixels, resolution, aspect ratio and dimensions).</li> <li>▪ Be able to use basic tools in a software package to change images according to purpose.</li> <li>▪ Import music, stills or video into video editing software for a specific project.</li> <li>▪ Arrange, trim and cut clips to create a short film that conveys meaning.</li> <li>▪ Add simple titles, credits and special effects, e.g. transitions.</li> </ul> <p>Storyboard, then use captured images to create a short animated sequence which communicates a specific idea.</p>
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	<p>text boxes, columns and borders.</p> <ul style="list-style-type: none"> <li>▪ Insert and edit simple tables.</li> <li>▪ Create a range of hyperlinks and produce a non-linear, interactive presentation.</li> <li>▪ Recognise intended audience and suggest improvements to make their work more relevant to that audience.</li> <li>▪ Through self and peer assessment, analyse and evaluate presentations and projects so that suitable improvements can be added to work.</li> </ul>					
<b>Y4 Resources</b>	<p>Word Powerpoint</p>	<p>Garage band Audacity iTrack iRig Keys</p>	<p>My Big Campus PPT Wikispaces GoogleSites</p>	<p>Links to Literacy Stories in Historical Settings</p>	<p>Logboxes Ipads</p>	<p>Online safety I Can Animate DoInk App iPads</p>

**Upper Key Stage 2**

	Autumn 1	Autumn 2	Spring		Summer	
Year 5 Topic	<b>Passport to the world</b>	<b>Space</b>	<b>WW2</b>		<b>Earth Keepers Water</b>	
Year 5 New Computing	<p><b>Creating a Virtual Space</b> International buildings and architecture</p> <ul style="list-style-type: none"> <li>• Logging into an online program</li> <li>• Creating a file</li> <li>• Saving a file</li> <li>• Using tools from an online program</li> <li>• Using a search tool</li> <li>• Screen shots using ALT+Prt Sc</li> </ul> <p><b>Powerpoint</b> Recap of all previous skills from Y2-4.</p>	<p><b>Programming/Coding</b></p> <p>Code.org Course D</p> <p>Loops - revisit Conditionals Events Debugging</p>	<p><b>Multimedia/ Communication and Collaboration</b></p> <p>Creating and Writing and filming a Class Vlog</p> <ul style="list-style-type: none"> <li>• Recording using a camera and microphone</li> </ul>	<p><b>Research and Presentation</b></p> <p>Creating a presentation about WWII using Word/Powerpoint. Recap of all skills from Y3/4 on Office and:</p> <ul style="list-style-type: none"> <li>• add hyperlinks in PPTs for web pages</li> <li>• embed a video into a slide</li> </ul>	<p><b>Data Handling</b> Collecting data linked to topic and recording/analysing Using Excel.</p> <p>Create an excel file</p>	<p><b>Digital Manipulation</b> Creating and editing digital imaging. Sound – creating own music linked to topic and posting to Youtube/website.</p>
SKILLS	<ul style="list-style-type: none"> <li>▪ Explore the effects of changing variables in models and simulations in order to solve a problem.</li> <li>▪ Make and test predictions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use repetition* and selection* in programs.</li> <li>▪ Use variables* in programs.</li> <li>▪ Design and create programs using decomposition.</li> <li>▪ Design programs to accomplish specific tasks or goals.</li> <li>▪ Use logical reasoning to develop systematic strategies that can be used to debug algorithms and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently, and with regard for Online Safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school, e.g., email, discussion forums, blogs, wikis, text messages and other digital communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose to use the internet when appropriate as a tool for independent research, e.g., gathering text, images, videos and sound as resources to use in their own work.</li> <li>▪ Use more advanced searching techniques (e.g. Boolean and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make and test predictions.</li> <li>▪ Enter formulae into a pre-prepared spreadsheet - explore the effects of changing variables.</li> <li>▪ Develop simple spreadsheet models to investigate a real life problem.</li> <li>▪ Create simple spreadsheet models to investigate a real life problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select, use and combine internet services to create digital 'content' (inc. programs and systems).</li> <li>▪ Demonstrate awareness of intended audience in work.</li> <li>▪ Independently select the most appropriate ICT tools for intended purpose and audience.</li> </ul>

		<p>programs.</p> <ul style="list-style-type: none"> <li>▪ Use procedures in programs..</li> <li>▪ Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.</li> </ul> <p>Use programming software to create simulations.</p>	<ul style="list-style-type: none"> <li>▪ Make use of webcams and /or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad.</li> <li>▪ Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting.</li> </ul>	<p>relational operators).</p> <ul style="list-style-type: none"> <li>▪ Choose the most appropriate search engine for a task, e.g., image search, search within a specific site or searching the wider internet.</li> <li>▪ Be able to create and use folders within lists of book-marks or favourites to organise content.</li> <li>▪ Apply their knowledge of what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.</li> <li>▪ Upload and download projects to other devices and online space e.g. VLE, blog or website, collaborating and communicating with audiences in locations beyond school.</li> <li>▪ Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.</li> <li>▪ Evaluate design and layout of a range of resources including web sites, pages on VLE, online resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and enter the correct formulae into cells. Make predictions of the outcome of changing variables.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Routinely evaluate and improve work as part of the design process.</li> <li>▪ Use a range of digital devices to produce digital 'content'.</li> </ul>
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				<p>and presentations.</p> <ul style="list-style-type: none"><li>▪ Select suitable text, sounds and graphics from other electronic sources, and import into own work.</li><li>▪ Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.</li><li>▪ Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.</li><li>▪ Use of hyperlinks to produce more effective, interactive, non-linear presentations.</li><li>▪ Develop consistency across a document - same style of font, colour, body text size, etc.</li><li>▪ Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. Independently select, process and import images, video and sounds from a variety of sources to enhance work.</li><li>▪ Format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify,</li></ul>		
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				<p>tabs, insert and replace.</p> <ul style="list-style-type: none"> <li>▪ Through peer and self assessment, evaluate presentations and make improvements.</li> <li>▪ Make use of transitions and special effects in video editing software, understanding the effect on the audience.</li> <li>▪ Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations.</li> <li>▪</li> </ul>		
<b>Year 5 Resources</b>	Homestyler ICT Suite Powerpoint	Code.org	iPads Vlogs YouTube channel	Word PowerPoint or Keynote on iPads	Logboxes Excel	iPads GarageBand Photoshop Repix app

Year 6 Topic	India	Victorians	Earth Keepers Climate Change		
<b>Y6 Computing</b>	<b>Sound, Design, Create, manage and manipulate Digital Content</b> Creating/Programming an App Researching/Designing/ About India	<b>Data Handling</b> How to build a simple database using excel.	<b>Computer Programming</b>  Programming Code.org – Course E  Loops Events Conditionals Functions Designing a project	<b>Digital Research and Presentation</b> Searching the internet and ranking search results.  iMovie Presentation about climate Change.	<b>Multimedia</b> Developing and publishing a collaborative PowerPoint about Year 6.  Recap of PPT skills from Y2-5 then: <ul style="list-style-type: none"> <li>• Using Read only and merging documents.</li> <li>• Combining a range of media such as photos, music, film.</li> </ul> EXT could use alternative presentation tools such as Prezi.
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.</li> <li>▪ Evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.</li> <li>▪ Select suitable text, sounds and graphics from other electronic sources, and import into own work.</li> <li>▪ Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.</li> <li>▪ Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts.</li> <li>▪ Discuss how IT enables you to search and sift through large amounts of different types of information and describe the advantages of using the tools</li> <li>▪ Design questions and perform complex searches using key words, to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use repetition* and selection* in programs.</li> <li>▪ Use variables* in programs.</li> <li>▪ Design and create programs using decomposition.</li> <li>▪ Design programs to accomplish specific tasks or goals.</li> <li>▪ Use logical reasoning to develop systematic strategies that can be used to debug algorithms and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.</li> <li>▪ Identify whether a file has copyright restrictions and can be legally downloaded from the internet then used in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Select suitable text, sounds and graphics from other electronic sources, and import into own work.</li> <li>▪ Create an outline plan for a non-linear presentation; producing a diagram to demonstrate understanding how pages link and the need for clarity.</li> <li>▪ Develop the use of hyperlinks to produce more effective,</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Use of hyperlinks to produce more effective, interactive, non-linear presentations.</li> <li>▪ Develop consistency across a document - same style of font, colour, body text size, etc.</li> <li>▪ Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. Independently select, process and import images, video and sounds from a variety of sources to enhance work.</li> <li>▪ Format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify, tabs, insert and replace.</li> <li>▪ Through peer and self assessment, evaluate presentations and make improvements.</li> <li>▪ Make use of transitions and special effects in video editing software, understanding the effect on the audience.</li> <li>▪ Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations.</li> </ul> <p>☒ Make use of webcams and /or video conferencing, if appropriate and available, e.g., to exchange ideas and collaborate on projects with external providers, another class or school, or abroad.</p> <p>☒ Extend online publishing to a more global audience, e.g. creating and publishing web pages, blog and podcasting.</p>	<p>search a large pre-prepared database looking for relationships and patterns, e.g. data on the Internet; census data.</p> <ul style="list-style-type: none"> <li>▪ Check the reliability of the data; identify and correct inaccuracies.</li> <li>▪ Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions, e.g. is there a relationship between minibeast habitat and diet?</li> <li>▪ Design a data capture form, e.g. a questionnaire or table to collect information to answer a specific question.</li> <li>▪ Search data according to more than one criterion.</li> <li>▪ Present data to a specified audience and display findings in other software, e.g. through presentation software.</li> <li>▪ Compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.</li> </ul>	<p>programs.</p> <ul style="list-style-type: none"> <li>▪ Use procedures in programs..</li> <li>▪ Design, test and refine programs to control robots or floor turtles taking account of purpose and needs.</li> </ul> <p>Use programming software to create simulations.</p>	<p>their own work.</p> <ul style="list-style-type: none"> <li>▪ Use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g., using different keywords, skim-reading to check relevance of information, cross checking with different websites or other non ICT resources.</li> <li>▪ Distinguish between fact and opinion and make informed choices about the sources of online information used to inform their work.</li> <li>▪ Apply their knowledge of the meaning of domain names and common website extensions, e.g., .co.uk, .com, .ac, .sch .org, .gov, .net, to support the validation process.</li> <li>▪ Develop skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability, e.g., by looking at web address, author, contact us sections, linked pages.</li> <li>▪ Use acquired search skills to question where web content might originate from and</li> </ul>	<p>interactive, non-linear presentations.</p> <ul style="list-style-type: none"> <li>▪ Use of hyperlinks to produce more effective, interactive, non-linear presentations.</li> <li>▪ Develop consistency across a document - same style of font, colour, body text size, etc.</li> <li>▪ Make effective use of transitions and animations in presentations. Consider their appropriateness and overall effect on the audience. Independently select, process and import images, video and sounds from a variety of sources to enhance work.</li> <li>▪ Format and edit work to improve clarity and purpose using a range of tools, e.g. cut and paste, justify, tabs, insert and replace.</li> <li>▪ Through peer and self assessment, evaluate presentations and make improvements.</li> <li>▪ Make use of transitions and special effects in video editing software, understanding the effect on the audience.</li> <li>▪ Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations.</li> </ul>
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		<ul style="list-style-type: none"> <li>▪ Select and use the most appropriate method to organise present, analyse and interpret data.</li> </ul>		<p>understand that this gives clues to its authenticity and reliability, e.g., by looking at web address, author, contact us sections, linked pages.</p> <p>Identify how copyright restrictions can affect how a file can be used in their own work, e.g., those produced under Creative Commons Licensing.</p>	
<b>Y6 Resources</b>	Blippit App Software	Survey monkey Excel	Code.org	iMovie	Powerpoint Prezzi