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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Understanding of computers as tools within the world.****Using Ipads within their learning in class to develop phonics/maths and drawing skills.****Using the iPads within the classroom to familiarise the children in groups with them, ensuring they can understand how to use them and their benefits.** | **Coding through Play****Children to play the Daisy App to develop their coding skills.****Children will also use the beebots to be introduced to physical programming** | **Recording and manipulating.****Children to take videos and photographs of their work and achievements.****They can record what they have done explanations of it using the camera app, speaking over to explain what they have drawn/written.** |
| **1** | **Computing Skills****Please start the year with a recap on Esafety, creating rules/offline posters together****Children to learn the different parts of a computer and how to use and navigate, with mouse/on off/applications/folders and saving.****.** | Scratch JnrIntroduction to programming with scratch jnr drag and drop programmingChildren to manipulate characters, creating sequences and repeats. | **Painting and Design****Children to be learning how to use a painting programme to manipulate colour on a screen, changing brush size, shapes and filling.****Perfect opportunity to create cross curricular art.** | **Coding****Children to learn to use code.org as an extension from scratch work.****Involves unplugged programming and the use of sequencing and loops in a different context.** |

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**Word processing skills****Children to learn to improve their word processing skills: typing, saving, editing, undo and formatting text.****Perfect opportunity to create cross curricular work** | **Physical Programming - Beebots****Children to use the Beebots for physical programming, extending their coding knowledge to programming in action and debugging.** |
| **2** | **Please start the year with a recap on Esafety, creating rules/offline posters together****Online/Blogging****Children to be using the internet, learning about search engines, links and photos.****Build from this to create their own entries into a class page on Padlet.** | **Offline Programming**Children to take part in computing lessons which are done without the computer, creating algorithms and patterns. Learning about angles and turns.Huge link to maths | Turtle and ScratchBuild on from offline programming to use Turtle and Scratch to create simple shapes and sprites/programmes. | **Paint****Children to build on the paint work form Year 1 to create artworks imitating famous artists e.g. Picasso, Mondrian.****Perfect opportunity to create cross curricular art.** | **Presenting information**Children to be introduced to PPT – slide layouts, adding and formatting text and images.**Perfect opportunity to create cross curricular****work** | **Coding****Children to continue their learning using code.org, building sequencing, binary and loops into their work.** |
| **3** | **Please start the year with a recap on Esafety, creating rules/offline posters together**Word processingChildren to learn to take screen shots, change case, align text, use bullet points, and text wrap images.**Perfect opportunity to create cross curricular work.** | **Coding – Turtle and scratch****Building on from work in Y2, children to work on Turtle logo and scratch****Drawing shapes in both programmes.****Maths Link** | ArtChildren to be manipulating and grouping objects, creating shapes and images based on lines, then combining text in their layouts.Not painting, but building above that.**Perfect opportunity to create cross curricular work.** | **Coding***Programming with visual code blocks***Children to be extending their coding to work through the different levels of ‘codeD’ on code.org, an understanding of algorithms, loops, sequencing and events.****Code.org****Computer Suite** | Using the internetThis module looks at ordering and organising search results, encouraging children to think over and challenge what they see. | PresentationsChildren to extend their PPT knowledge from Y2, planning and branching stories, using themes and transitions and adding audio and video to their work.**Perfect opportunity to create cross curricular work.** |
| **4** | **Please start the year with a recap on Esafety, creating rules/offline posters together****Word Processing****Children to use word processing programmes, building on previous knowledge to now alter layout of documents and add tables, format, and input hyperlinks into their work.****Perfect opportunity to create cross curricular work.** | **Coding - Turtle Logo***Programming with visual code blocks***Children to build on their turtle/logo work for earlier years to create ‘procedures’ and change colour of shapes. Children will then learn to fill, label and arc.****Maths link** | **Coding -Scratch**Children to build on their scratch work form Y1-3 to create a quiz, changing the sprite and adding scoring and effects to their work.**Perfect opportunity to create cross curricular work.** | AnimationChildren to learn to animate in a variety of ways, manipulating stick animation, recording movement and then going to create their own stop frame animations**Perfect opportunity to create cross curricular work.** | **Children to be extending their coding to work through the different levels of ‘codeE’ on code.org, an understanding of algorithms, loops, debugging, conditions and functions.** |

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| **5** | **Please start the year with a recap on Esafety, creating rules/offline posters together****Children to be using Google sites to create their own WebPages after analysing what makes a good one.****Images, text, hyperlinks** | **Code- Scratch****Children to build on previous years scratch work to create games changing characters, backdrops and adding scoring.** | **3D Sketching**Children to build on 2D art work from y1-4 to now produce 3D models on rooms, adding details, creating furniture and then designing and creating rooms. | **We are programmers (Code F )***Programming with visual code blocks***Children to be extending their coding to work through the different levels of ‘codef’ on code.org, an understanding of algorithms, loops, debugging, conditions and functions and an understanding of binary****Code.org***Programming with visual code blocks* | **Radio**Children to learn to record sound and plan and create podcasts using audacity.**Perfect opportunity to create cross curricular work.** | **Flowol** **Children to use Flowol to create outputs.****A build on from all of our coding work to create routines which produce visible output.** |
| **6** | **Please start the year with a recap on Esafety, creating rules/offline posters together**ScratchChildren to create stories and broadcast messages including audio in their work.A final project built up on work from Y1 – 6**Perfect opportunity to create cross curricular work.** | Coding with algebraUsing the code.org scheme for algebraic coding.This bridges a gap between visual and textual programming, giving the children an understanding of strings, numbers and Booleans.Maths links | **Spreadsheets****After coding, children look at number operations, problem solving, editing and calculating within Excel.** | *Coding – Kodu**Children to move on from scratch to look at a 3D programming environment, creating worlds and games.* | FilmingChildren to write scripts, research and plan out films. Including interviews.Editing and publishing their work**Perfect opportunity to create cross curricular work.**  |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |