

Computing Curriculum Overview 2014 /15

Year	Autumn	Spring	Summer
R	<p>All about me</p> <p>Lets Celebrate</p>	<p>Under the sea</p> <p>Dinosaurs</p> <p>ZooKazam app iPads - Dinosaurs</p>	<p>Around the world</p> <p>Beebots - Language</p> <p>Once upon a time</p>
Y1	<p>We are Britain</p> <p>1d.1 Pupils should use technology purposefully to create digital content [DL/IT]</p> <p>1d.3 Pupils should use technology purposefully to store digital content [DL/IT]</p> <p>1d.4 Pupils should use technology purposefully to manipulate digital content [DL/IT]</p> <p>1d.5 Pupils should use technology purposefully to retrieve digital content [DL/IT]</p> <p>Draw a picture using Colour magic or app – save/print?</p> <p>iPads – Puppet Pals – tell a story (which?)</p> <p>iPads – Daisy the Dinosaur - programming</p>	<p>Hot, hot, hot</p> <p>1a.1 Pupils should understand what algorithms are [CS] – talk about Algorithms – instructions – sets of instructions or stages to achieve something – relate to Science or day-to-day activity – eg. Making a sandwich</p> <p>Beebots -</p> <p>1a.2 Pupils should understand how algorithms are implemented as programs on digital devices [CS]</p> <p>1a.3 Pupils should understand that programs execute by following precise and unambiguous instructions [CS]</p> <p>1b.1 Pupils should create simple programs [CS]</p> <p>1b.2 Pupils should debug simple programs [CS]</p> <p>Start making Human beebots move around a space (in or out) – one person a programmer and the other is the beebot.</p> <p>Then move to the actual beebots and try and navigate around a room.</p> <p>Either use ready-made mats or create your own (15cm squares on paper) related to topic</p> <p>Stages: A – input each instruction and test immediately B- WRITE arrows on paper and physically move</p>	<p>Dens and Dandelions</p> <p>1a.3 Pupils should understand that programs execute by following precise and unambiguous instructions [CS]</p> <p>1b.1 Pupils should create simple programs [CS]</p> <p>1b.2 Pupils should debug simple programs [CS]</p> <p>1c.1 Pupils should use logical reasoning to predict the behaviour of simple programs [CS]</p> <p>Maps – using Beebots - (emphasis on achieving 1c.1) Make maps(15cm squares) program to move from location to location by writing sequences of arrows. Give pupils a sequence and ask them to predict where the Beebot will go and then test – write/draw predictions and actual outcomes!</p> <p>iPads – Create an audio/visual ebook about Dens – Book creator – ebook with photos and audio commentary from pupils about their dens.</p>

		<p>Beebot FIRST then program and test</p> <p>Working with Year 2 Internet Safety Day (2,2,2) 1f.1 Pupils should use technology safely and respectfully [DL] 1f.2 Pupils should keep personal information private [DL] 1f.3 Pupils should know where to go for help and support when they have concerns about content or contact on the internet or other online technologies [DL] Watch Lee and Kim’s Animal Magic Magic Adventures Cartoon – 4 Sid’s rules</p> <p>iPads – Little Birds Internet Adventure</p>	
<p>Y2</p>	<p>The Dreaming Spires</p> <p>1e.1 Pupils should recognise common uses of information technology beyond school [IT] Talk about this – possibly arrange a parent to visit and show photos/talk about how they use technology at work? Make a class poster?</p>	<p>Big Wide World</p> <p>1a.1 Pupils should understand what algorithms are [CS] – Reinforce the message of Algorithms as sequence of instructions. A method to achieve something.</p> <p>Scratch Jnr on iPads 1a.2 Pupils should understand how algorithms are implemented as programs on digital devices [CS] 1a.3 Pupils should understand that programs execute by following precise and unambiguous instructions [CS] 1b.1 Pupils should create simple programs [CS] 1b.2 Pupils should debug simple programs [CS] 1c.1 Pupils should use logical reasoning to predict the behaviour of simple programs [CS]</p> <p>Create an interactive story using Scratch Jnr around Exploring!</p>	<p>Survival</p> <p>1d.1 Pupils should use technology purposefully to create digital content [DL/IT] 1d.2 Pupils should use technology purposefully to organise digital content [DL/IT] 1d.3 Pupils should use technology purposefully to store digital content [DL/IT] 1d.4 Pupils should use technology purposefully to manipulate digital content [DL/IT] 1d.5 Pupils should use technology purposefully to retrieve digital content [DL/IT] Create survival guides combining words and pictures</p>

		<p>Working with Year 1 Internet Safety Day (2,2,2) 1f.1 Pupils should use technology safely and respectfully [DL] 1f.2 Pupils should keep personal information private [DL] 1f.3 Pupils should know where to go for help and support when they have concerns about content or contact on the internet or other online technologies [DL] Watch Lee and Kim’s Animal Magic Magic Adventures Cartoon – 4 Sid’s rules</p>	
Y3	<p>Stones Bones and Homes</p> <p>Using Move The Turtle (iPads) 2a.2 Pupils should write programs that accomplish specific goals [CS] 2a.3 Pupils should debug programs that accomplish specific goals [CS] 2a.4 Pupils should simulate physical systems [CS] 2b.1 Pupils should use sequence in programs [CS] 2b.3 Pupils should use repetition in programs [CS]</p> <p>Learn to make basic shapes using Move The Turtle. (A turtle app like Logo) Save these as ‘Procedures’ Put together Procedures plus other movements to create a ‘home’ image using the software</p> <p>Internet Safety – What are the rules? 2g.1 Pupils should use technology safely and responsibly [DL] 2g.2 Pupils should use technology respectfully [DL] 2g.3 Pupils should recognise acceptable/unacceptable behaviour [DL] 2g.4 Pupils should identify a range of ways to report concerns about content and contact [DL]</p>	<p>Dig for Victory</p> <p>Spreadsheets 2f.2 Pupils should use a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.4 Pupils should collect data [DL/IT] 2f.5 Pupils should analyse [DL/IT] 2f.6 Pupils should evaluate data [DL/IT]</p> <p>iPads – Create a Dig for Victory poster</p>	<p>Majestic mountains</p> <p>Create Powerpoint presentations (Keynote or Explain Everything on iPads) about Mountains 2f.2 Pupils should use a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.3 Pupils should combine a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.4 Pupils should collect information [DL/IT] 2f.7 Pupils should present information [DL/IT]</p> <p>Mountain Art – using Art Set to create Mountain images – paint/pastel – attempt to use different virtual media?</p> <p>Investigate modern artists who use iPads such as David Hockney</p>

<p>Y4</p>	<p>Meet the Greeks</p> <p>Internet research 2e.1 Pupils should use search technologies effectively [DL] 2e.2 Pupils should appreciate how results are selected and ranked [DL/IT] 2e.3 Pupils should be discerning in evaluating digital content [DL] HOW to search – “phrase searching” etc Talk about HOW Google ranks – (paid for then popular by clicks) Talk about evaluating websites and resources</p> <p>Internet Safety – What are the rules? 2g.1 Pupils should use technology safely and responsibly [DL] 2g.2 Pupils should use technology respectfully [DL] 2g.3 Pupils should recognise acceptable /unacceptable behaviour [DL] 2g.4 Pupils should identify a range of ways to report concerns about content and contact [DL]</p>	<p>Lands end to John O’Groats</p> <p>iPads...</p> <p>Google Maps/Earth – investigate places</p> <p>Book Creator – create a book about the UK or specific cities etc? Record video using Camera app of children as reporters reporting on the place/thing. Use this video inside the ebook with images and text</p>	<p>Greece Today</p> <p>LEGO ‘WeDo’ 2a.2 Pupils should write programs that accomplish specific goals [CS] 2a.3 Pupils should debug programs that accomplish specific goals [CS] 2a.4 Pupils should control physical systems [CS] 2b.1 Pupils should use sequence in programs [CS] 2b.3 Pupils should use repetition in programs [CS] Use WeDo software – pick one or more model to make and program.</p> <p>Make video news reports about Greece using iPads</p>
<p>Y5</p>	<p>Enigmatic Egyptians</p> <p>Scratch 2a.2 Pupils should write programs that accomplish specific goals [CS] 2a.3 Pupils should debug programs that accomplish specific goals [CS] 2b.1 Pupils should use sequence in programs [CS]</p> <p>Start by using the Scratch cards to teach basic skills – (one side is a challenge – the other tells you how to do it – you can then tweak the program)</p> <p>Programming a simple Maths Quiz 2a.1 Pupils should design programs that accomplish specific goals [CS] 2a.2 Pupils should write programs that accomplish</p>	<p>Saxon Settlers</p> <p>Internet Safety – 2g.1 Pupils should use technology safely and responsibly [DL] 2g.2 Pupils should use technology respectfully [DL] 2g.3 Pupils should recognise acceptable/unacceptable behaviour [DL] 2g.4 Pupils should identify a range of ways to report concerns about content and contact [DL] 2f.1 Pupils should select a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.2 Pupils should use a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.3 Pupils should combine a variety of software</p>	<p>Round and Round</p> <p>2d.1 Pupils should understand computer networks including the internet [IT] 2d.2 Pupils should understand how they can provide multiple services, such as the world-wide web [IT] 2d.3 Pupils should understand the opportunities they offer for communication and collaboration [IT] Explore the journey of bits of information – create a poster/news report video?</p> <p>Look at USING collaborative services in class – Video conference (skype) with someone/expert.</p> <p>Investigate BLOGGING</p>

	<p>specific goals [CS] 2a.3 Pupils should debug programs that accomplish specific goals [CS] 2a.5 Pupils should solve problems by decomposing them into smaller parts [CS] 2b.1 Pupils should use sequence in programs [CS] 2b.2 Pupils should use selection in programs [CS] 2b.4 Pupils should work with variables [CS] 2b.5 Pupils should use various forms of input and output [CS] 2c.1 Pupils should use logical reasoning to explain how some simple algorithms work [CS] Create a simple maths quiz!! Pupils need to DESIGN what it will look like – quiz master sprite etc. Need to add score Could ask player’s name and congratulate player with Score at end.</p> <p>Whilst pupils using Scratch get others to use iPads – Tynker or Hopscotch</p> <p>iPads – NASA app and Space Walk relating to Science</p>	<p>(including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.7 Pupils should present information [DL/IT] Create Posters/booklets to reinforce internet safety rules</p>	
Y6	<p>Crime and Punishment</p> <p>Databases – Either Criminals or Victorian 2f.2 Pupils should use a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.5 Pupils should analyse data and information [DL/IT] 2f.6 Pupils should evaluate data and information [DL/IT]</p> <p>Scratch or Kodu – create a game!!! (GamePress iOS app as alternative)</p> <p>2a.1 Pupils should design programs that accomplish specific goals [CS]</p>	<p>Viva Espana</p> <p>Internet Safety – What are the rules? (around internet Safety Day (2,2,2) 2g.1 Pupils should use technology safely and responsibly [DL] 2g.2 Pupils should use technology respectfully [DL] 2g.3 Pupils should recognise acceptable/unacceptable behaviour [DL] 2g.4 Pupils should identify a range of ways to report concerns about content and contact [DL] 2f.2 Pupils should use a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.7 Pupils should present information [DL/IT]</p>	<p>Bienvenido a Mexico</p> <p>Free-for-all _ Pupil’s choice of HOW to tell teacher all about Mexico (emphasis on 2f.1 – PUPILS choose how to) 2f.1 Pupils should select a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.2 Pupils should use a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.3 Pupils should combine a variety of software (including internet services) on a range of digital devices to accomplish given goals [DL/IT] 2f.4 Pupils should collect information [DL/IT] 2f.7 Pupils should present information [DL/IT]</p>

	<p>2a.2 Pupils should write programs that accomplish specific goals [CS] 2a.3 Pupils should debug programs that accomplish specific goals [CS] 2a.4 Pupils should control or simulate physical systems [CS] 2a.5 Pupils should solve problems by decomposing them into smaller parts [CS] 2b.1 Pupils should use sequence in programs [CS] 2b.2 Pupils should use selection in programs [CS] 2b.3 Pupils should use repetition in programs [CS] 2b.4 Pupils should work with variables [CS] 2b.5 Pupils should use various forms of input and output [CS] 2c.1 Pupils should use logical reasoning to explain how some simple algorithms work [CS] 2c.2 Pupils should detect and correct errors in algorithms [CS] 2c.3 Pupils should detect and correct errors in programs [CS] DESIGN program and debug a game - Link to topic? Whilst pupils using Scratch get others to use iPads – Tynker or Hopscotch</p>	<p>Create simple animations/films using Puppet pals or Explain Everything? (iPads) reinforcing Internet Safety rules for target audience of Y3/4</p>	
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