



# Computing Curriculum Progression Map

## **Computing Curriculum Progression of Knowledge**

### **Intent:**

At Strike lane, we aim to provide children with a broad and enriching Computing curriculum in which they become confident, lifelong learners who have a good understanding of how technology has advanced and has changed our lives and have an awareness of how technology could evolve in the future.

Our intention is to enable children to find, explore, analyse, communicate and present information through collaborative projects which link to all areas of the curriculum, particularly maths, science and technology. Children will be provided with practical opportunities to use computational thinking and creativity to solve problems, express themselves and develop ideas so that they leave primary school computer literate. Computing skills are important factors in enabling children to be confident and independent learners, whilst contributing to the development other lifelong learning skills such as: resilience; risk taking; reflection and respect for themselves and others as they learn to use information technology in a safe, effective manner.

We intend to design a curriculum which builds on children's previous learning by organising the units of learning in a way which increases in terms of challenge and acquisition of computing skills year on year within online safety, information technology, computational thinking and digital literacy. The units of study link closely with other subject areas so that children can apply their knowledge and skills within different project. As part of our creative curriculum, iPads are a core part of many lessons as children learn to use them safely so that they are prepared to live safely in an increasingly digital society. It is our intention to provide all children with the knowledge, skills, confidence and the opportunity to achieve this.

	Knowledge	Skills			Vocabulary/Resources
EYFS	Connect	Code	Collect	Communicate	
Curriculum Links Autumn Term Spring term Summer Term	<p><b>Online safety/ RHE</b></p> <ul style="list-style-type: none"> <li>• Ask an adult when wanting to use the internet</li> <li>• Tell an adult when something worrying or unexpected happens whilst using the internet</li> <li>• Be kind to friends</li> <li>• Talk about the amount of time spent using a device</li> <li>• Be careful with devices</li> <li>• Discuss technology that is used at home and school</li> </ul> <p><b>Where we live- Google Earth</b></p> <ul style="list-style-type: none"> <li>• Operate simple equipment</li> <li>• Use a safe part of the internet to play and learn</li> </ul> <p>Refer to project evolve toolkit- EYFS</p>	<p><b>Showbie/ Epic Reading</b></p> <ul style="list-style-type: none"> <li>• Read familiar stories</li> </ul>	<p><b>Clips/ Camera</b> <b>UTW- Autumn Walk</b></p> <ul style="list-style-type: none"> <li>• To know how to take photos and videos using camera</li> <li>• To insert photos and videos onto Clips</li> <li>• Discuss different kinds of information such as: pictures, video, text and sound</li> </ul>	<p><b>UTW- Book Creator- Make a book about family</b> <b>To use an ipad to communicate learning</b></p> <ul style="list-style-type: none"> <li>• To insert images</li> <li>• To use mark up to add simple text</li> <li>• To add audio recordings to describe an image</li> <li>• To set out images clearly</li> </ul>	<p>Technology, purpose, use, school home, Online, computer, Internet, technology, devices, safe</p> <p><b>Kit (Desired)</b> Lego Coding Express Lego Community people set Lego Community starter set Lego fantasy mini-figure set Creative Lego brick set Lego space and airport set Lego build me emotions Lego tubes experiment set with storage Steam park</p> <p>USE TEACHER GUIDE- EVERYONE CAN CODE EARLY LEARNERS</p>
	<p>Google maps/ Google Earth- Objects : Old and New /different types of buildings Investigate London Maps – towns, villages</p>	<p><b>Beebots – Maths / UTW</b></p> <ul style="list-style-type: none"> <li>• Make a robot/sphero/bebot move</li> <li>• Use simple software to make something happen</li> <li>• Make choices about buttons</li> </ul>	<p><b>Camera/ Pages</b> Maths- shape hunt</p> <ul style="list-style-type: none"> <li>• Move objects on a screen</li> <li>• Create shapes and text on an iPad</li> </ul>	<p><b>Camera, mark up, chatterkid</b></p> <p>Use technology to show my learning – IT – Nearpod – virtual safari, google earth</p>	
	<p>Epic - People who help us</p> <p>Life cycles – caterpillars, tadpoles,</p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Make patterns (eg. With beads)</li> </ul>	<p><b>Book Creator</b></p> <p>Seasons and weather – Summer Life cycles – Book creator,</p>	<p><b>Book creator</b> Curriculum link?</p>	

				Use Book Creator to show my learning – cameras, mark up, chatterkid	
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Year 1	Knowledge	Skills			Vocabulary/Resources
	Connect	Code	Collect	Communicate	
Autumn Term	<p><b>Autumn 1</b>  <b>Talk about uses of technology- identify ways we use it RHE and how to use it safely.</b></p> <ul style="list-style-type: none"> <li>Recognise how technology is used in the classroom</li> <li>Recognise ways that technology is used in the home and community</li> <li>Identify some of the benefits of using technology</li> </ul> <p>Autumn 1  <b>Geography: hot and cold places.</b>  <b>Google Earth</b></p> <ul style="list-style-type: none"> <li>Agree and follow sensible e-Safety rules</li> <li>Identify some of the benefits of using technology</li> <li>navigate search bar, type key word, zoom in, zoom out, rotate screen</li> </ul>	<p><b>Autumn 1</b>  <b>Bluebot</b>  <b>Maths link</b></p> <ul style="list-style-type: none"> <li>Use everyday examples to describe what sequences are</li> <li>Construct a sequence using a familiar story</li> <li>To build a step by step sequence</li> <li>To know that a command is a specific action that a computer performs</li> <li>To understand that some steps within a sequence can be reordered and still achieve the same outcome</li> <li>To construct a flexible sequence</li> <li>To identify which parts of a sequence are step by step and which are flexible</li> <li>Code using different sequences to achieve the same outcome</li> </ul>	<p><b>Autumn term</b>  <b>Showbie</b></p> <ul style="list-style-type: none"> <li>Understand basics of using <b>Showbie</b>- voice notes, writing using finger, photos, editing and saving work.</li> <li>to be able to open Showbie app, locate work in correct folder, add voice notes, edit documents, save and retrieve work.</li> <li>to use technology to collect information, including photos, video and sound</li> </ul>	<p><b>Autumn 2</b>  <b>Book Creator</b></p> <p><b>Science/literacy:</b> Use <b>Book Creator</b> to create a book about a chosen animal.</p> <p>-Search for images, save images and, insert images  - to be able to add a background  - to record and add voice recordings to a document  - to add simple text-titles</p>	<p>keyboard (space bar, shift, enter), captions, images, text, font, image, folder, file, insert, retrieve, save  Website, online, internet, search, browser,</p> <p>Algorithm, command, outcome, sequence, flexible,, code, connect, communicate, loop</p> <p>Technology, computers, online, internet, community</p>

<p style="text-align: center;">Spring term</p>	<p><b>Spring 1</b>  <b>RHE online safety</b>      • Keep passwords private <a href="#">passwords projectevolve</a>  • Discuss what personal information is <a href="#">personal information projectevolve</a>  • Tell an adult when they see something worrying or unexpected online  • Talk about why it's important to be kind and polite <a href="#">bullying projectevolve</a>  • Recognise an age appropriate website  • Agree and follow sensible e-Safety rules <a href="#">well-being project evolve</a></p> <p><b>Geography- Research Capital Cities</b></p>	<p><b>Spring 2</b>  <b>CodeSpark/ Tynker</b>  <b>Get started with code 1 Lessons 0 – 4 using CodeSpark and Tynker</b>  <b>Geography- Compass directions</b></p> <ul style="list-style-type: none"> <li>• Use everyday examples to describe what sequences are</li> <li>• Construct a sequence using a familiar story</li> <li>• To build a step by step sequence</li> <li>• To know that a command is a specific action that a computer performs</li> </ul>		<p><b>Spring 1</b>  <b>Book Creator</b></p> <p><b>English- The Enormous Turnip- Use Book creator to sequence events</b></p> <ul style="list-style-type: none"> <li>• to insert photos and audio notes</li> <li>• to sequence photos</li> <li>• Enter text on the iPad- captions- use space for finger spaces</li> <li>• Save work into Showbie and retrieve it again</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use links to websites to find information - teacher to send websites out through Apple classroom</li> <li>• Agree and follow sensible e-Safety rules</li> <li>• scroll up and down, zoom in and out, highlight key information, use talk back tool</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that some steps within a sequence can be reordered and still achieve the same outcome</li> <li>• To construct a flexible sequence</li> <li>• To identify which parts of a sequence are step by step and which are flexible</li> <li>• Code using different sequences to achieve the same outcome</li> </ul>			
Summer Term			<p><b>Summer 1</b> <b>Camera</b> <b>Geography/literacy- - use camera app to Take photos of nature and flowers</b></p> <ul style="list-style-type: none"> <li>• to be able to use camera app and know how to take a good photo by holding iPad still, capturing whole image and focus</li> <li>• Sort different kinds of information and present it to others</li> <li>• to be able to insert photo and present images clearly</li> <li>• Enter text on the iPad- captions and titles</li> </ul> <p><b>Summer 2</b> <b>MATHS Numbers App - create block graph linked to data collected in class</b></p> <ul style="list-style-type: none"> <li>• Insert pictures using paintbrush tool, draw lines,</li> </ul>	<p><b>Summer 1</b> <b>Clips</b> <b>Geography/ Literacy</b></p> <ul style="list-style-type: none"> <li>• to take photos and insert into video</li> <li>• to record music and to use mute</li> <li>• to change style of font</li> <li>• to add video and images</li> <li>• to check and edit text</li> <li>• Save work into Showbie and retrieve it again</li> </ul> <p><b>Summer 2</b> <b>Paper App</b> <b>Art Portraits- to re create portrait- tracing and copying half an image.</b></p> <ul style="list-style-type: none"> <li>• to use a range of tools on a painting</li> </ul>	

			<p>insert blocks, copy and paste</p> <ul style="list-style-type: none"><li>• be able to duplicate work and save to showbie</li><li>• Sort different kinds of information and present it to others</li><li>• Add information to a pictograph and talk about what they have found</li></ul>	<p>app- change colour, use undo and redo</p> <ul style="list-style-type: none"><li>• edit work, delete mistakes</li></ul> <p>Save work onto Showbie.</p>	
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	Knowledge	Skills			Vocabulary/Resources
Year 2	Connect	Code	Collect	Communicate	
Learning Objectives Autumn Term	<ul style="list-style-type: none"> <li>Explain why passwords and private information need to be kept private <a href="#">privacy projectevolve</a></li> <li>Children discuss why they use technology in the classroom</li> <li>Children discuss why they use technology at home and in the community</li> </ul> <p><b>Geography – Mapping (google maps into Freckleton)</b></p>	<p>Codespark/ Tynker</p> <p><b>Get Started with Code 1 (Teacher Guide) Lessons 5-8</b></p> <ul style="list-style-type: none"> <li>Use screen recording for evidence</li> <li>Understand how to approach debugging a program or algorithm</li> <li>To understand that an event is an action that causes something to happen</li> <li>Recognise that events give us options in coding</li> <li>Express an event in words and symbols</li> </ul>		<p><b>Keynote Geography -labelling photos/ maps-</b></p> <ul style="list-style-type: none"> <li>To add labels to an image on keynote</li> <li>To add photos onto keynote</li> <li>Use technology to organise and present ideas in different ways</li> <li>Use the keyboard on the iPad to add, delete and space text for others to read</li> <li>Discuss how they can share ideas with others</li> </ul>	<p>cyberbullying, personal information, internet, trust , communication</p> <p>Text, font, cursor, delete, cut, paste, crop, edit, comment, insert, text box, images, audio file,</p> <p>algorithm, programming, debug, sequence, event, action, IF statements</p>
Spring term	<ul style="list-style-type: none"> <li>Identify the benefits of using technology including finding information, creating and communicating</li> </ul> <p><b>Geography – Research – Gathering information from a range of sources (non-European country)</b></p> <ul style="list-style-type: none"> <li>Describe the things that happen online that pupils must tell an adult about <a href="#">getting help projectevolve</a></li> <li>Talk about why it is important to be kind and polite online and in real life <a href="#">bullying projectevolve</a></li> </ul>	<p>Codespark/ Tynker</p> <p>Get Started with Code 1 (Teacher Guide) Lessons 5-8 including design activities</p> <ul style="list-style-type: none"> <li>Code using events and actions</li> <li>Use IF statements in everyday life and in coding</li> <li>Write an algorithm to solve a problem</li> </ul>	<p><b>Numbers/ Camera</b></p> <p>Science/Maths – Living things and their Habitats</p> <ul style="list-style-type: none"> <li>Discuss the different ways technology can be used to collect information including: camera, recording sound, video)</li> <li>Make and save a chart or graph using the data collected</li> <li>Talk about the data that is shown in the graph or chart</li> <li>add images on Numbers to represent data collected</li> </ul>	<p><b>Keynote</b></p> <p>History – The Wright Brothers (History of Flight)</p> <ul style="list-style-type: none"> <li>To add text to a presentation</li> <li>To add transitions between slides</li> <li>To be able to change font colour and size</li> <li>Save files into Showbie and then retrieve and edit</li> </ul>	<p>Graph, data, pictogram, bar chart, table, interpret, classify, sort, information,</p>

	<ul style="list-style-type: none"> <li>• Understand that not everyone is who they say they are on the internet</li> </ul> <p>Understand that other people have created the information we use Can we trust it?  <a href="#">project evolve copyright</a></p>				
Summer Term	<p><b>RHE - Media Literacy and Digital Resilience – internet and everyday life; online content.</b></p> <ul style="list-style-type: none"> <li>• Talk about the differences between the internet and things in the real world</li> </ul>		<p><b>Numbers</b>          Maths – Statistics – create graph/chart</p> <ul style="list-style-type: none"> <li>• Discuss the kind of information which could be used to investigate a question</li> </ul>	<p><b>Imovie</b>          History –iMovie Victorian Seaside</p> <ul style="list-style-type: none"> <li>• To add photos to a project in imovie</li> <li>• To add audio to imovie</li> </ul>	<p>Images,, video, electronic, digital devices, software, record, pre-recorded, sound, editing tools, still images, graphics, camera</p>

	Knowledge	Skills			Vocabulary/Resources
Year 3	Connect	Code	Collect	Communicate	
Learning Objectives Autumn Term	<p><b>Showbie/ Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Discuss what makes a secure password and why they are important- setting up iPads <a href="#">passwords</a> <a href="#">projectevolve</a></li> <li>• Children to make good choices about how long they spend online- discuss ipad agreements <a href="#">good choices</a></li> <li>• Post positive comments online- Showbie- class discussion rules</li> <li>• Discuss ways to communicate with others online</li> </ul>		<p><b>Numbers Geography/ Land Use- traffic count and land use survey</b></p> <ul style="list-style-type: none"> <li>• Discuss different ways data can be organised</li> <li>• To collect data to answer a question</li> <li>• To collect data in a table</li> <li>• To present data in vertical and horizontal bar graphs</li> <li>• To add a title and labels</li> </ul>	<ul style="list-style-type: none"> <li>•To names the different parts of an ipad and know the uses</li> </ul> <p><b>Imovie English- Fables video commentary of The Hare and the Tortoise</b></p> <ul style="list-style-type: none"> <li>•to add videos and commentary to an iMovie project</li> <li>•Create different effects with different technology tools</li> </ul> <p><b>Pages Science- healthy eating leaflet</b></p> <ul style="list-style-type: none"> <li>•To combine a mixture of text, and graphics to share ideas and learning</li> <li>•to edit text boxes- size and colour</li> <li>• to use keyboard to amend text, including making use of spellchecker</li> <li>•To evaluate work and improve its effectiveness</li> </ul>	<p>Speakers, camera, mute, screen lock, volume, app icons, home, dock, home screen</p> <p>Video, cut, delete, insert, crop, edit</p> <p>Text box, font, spellchecker, expand, amend, graphics, evaluate</p>

<p style="text-align: center;"><u>Spring term</u></p>	<ul style="list-style-type: none"> <li>• RHE Use the safety features on websites such as 'CEOP' as well as reporting concerns to an adult <a href="#">online safety</a></li> <li>• Describe the world wide web as the part of the internet that contains websites</li> <li>• Use the search tools to find and use an appropriate website- History- <b>Ancient Egypt- BBC Bitesize, Epic, child friendly search engines</b> <a href="#">safe search</a></li> <li>• Think about whether they can use images online as their own work <b>History- Ancient Egypt</b></li> </ul>	<p><b>Tynker Get Started with Code (Teacher Guide)</b></p> <ul style="list-style-type: none"> <li>•Thinking in Steps: Solving problems with Algorithms</li> <li>•Think in Fixes: Debugging</li> <li>•Understand how loops help us think more efficiently</li> </ul>		<p><b>Keynote/ Animation Geography- Volcanoes- Explanation</b></p> <ul style="list-style-type: none"> <li>•Combine a mixture of text, graphics and sound to share ideas and learning</li> <li>•to create a simple animation using line draw</li> <li>•Create a flip book on keynote then export as gif</li> </ul>	<p>Algorithm, sequence, bug, debugging, error, loops, decomposition</p> <p>Animation, transition, line draw, gif, graphics, text, audio, effect, sound effects</p>
<p style="text-align: center;"><u>Summer Term</u></p>	<ul style="list-style-type: none"> <li>• to discuss ways to communicate with others online School website/ Vlog/ YouTube</li> <li>• to understand what personal information is and how to protect it <a href="#">personal information</a></li> <li>• Recognise websites and games appropriate for age</li> </ul>	<p><b>Tynker</b></p> <ul style="list-style-type: none"> <li>•Understand decomposition as a way of solving problems by breaking them down into parts</li> <li>•abstraction</li> </ul>	<p><b>BBC Bitesize- Maths- Number</b></p> <ul style="list-style-type: none"> <li>•Discuss different ways data can be organised</li> <li>• To know what a database is</li> <li>•Search a database to answer questions</li> <li>•Add to a database</li> <li>• Collect data and monitor changes, talk about the information collected</li> </ul>		<p>Database, data, monitor, record</p>

	Knowledge	Skills			Vocabulary/Resources
Year 4	Connect	Code	Collect	Communicate	
Autumn Term	<p><b>Project Evolve</b> <b>Online Safety/ RHE</b></p> <ul style="list-style-type: none"> <li>Choose a secure password for an app <a href="#">passwords projectevolve</a></li> <li>Talk about the ways children can protect themselves and friends from harm online <a href="#">privacy project evolve</a></li> <li>Use the safety features of websites as well as reporting concerns to an adult</li> <li>Know anything they post online can be seen by others</li> <li>Help friends make good choices about the time they spend online <a href="#">time online projectevolve</a></li> <li>Talk about why they need to ask a trusted adult before downloading games and apps at home</li> </ul> <p><b>Internet safari/ Children’s search Engine/ Apple Classroom</b> Geography – Transport, UK Counties and capital cities</p> <ul style="list-style-type: none"> <li>Choose websites and games that are appropriate for age <a href="#">age restrictions projectevolve</a></li> <li>Create a hyperlink to a resource on the World Wide Web</li> </ul> <p><b>Showbie</b></p> <ul style="list-style-type: none"> <li>Comment positively and respectfully online <a href="#">online communication</a></li> </ul>	<p><b>Tynker</b> Getting Started with code 2</p> <p>Getting Started with Code 2- lessons 6-10</p> <ul style="list-style-type: none"> <li>Revise language from year 3</li> <li>Understand ‘abstraction’ as a way of making it easier to think about problems</li> <li>Understand how ‘functions’ help us think more efficiently</li> <li>Understand ‘conditional statements’ as a way of handling different situations</li> </ul>	<p><b>Numbers- Geography – Digimap- GoogleEarth UK &amp; Transport</b></p> <ul style="list-style-type: none"> <li>Organise data in different ways- bar and line graphs</li> <li>Collect data and identify where it could be inaccurate</li> </ul> <p><b>Phyphox – Science</b> sound measurement</p> <ul style="list-style-type: none"> <li>Organise data in different ways</li> <li>Choose the best way to present data to friends</li> </ul>	<p><b>Showbie</b></p> <ul style="list-style-type: none"> <li>Use an appropriate tool to share work and collaborate online</li> </ul> <p><b>Pages</b> Geography – UK and transport</p> <ul style="list-style-type: none"> <li>insert hyperlinks on documents</li> <li>Annotating aerial photos and insert into documents</li> </ul> <p><b>Keynote</b> DT: electricity – circuits posters</p> <ul style="list-style-type: none"> <li>Change the appearance of text to increase its effectiveness</li> <li>Create, modify and present documents for a particular purpose</li> <li>to add links to slides</li> </ul>	<p>Algorithm, input, output, program, sequence, command, detect, debugging, functions, sequence, repetition, errors, devices, planning, test, evaluate, repetition, correct, ‘conditional code’, ‘logical operators’, ‘while loops’</p> <p>Data, data logger, database, frequency diagram, graphs, organise, present, collect, numeric, alphabetic, accurate, inaccurate, charts, purpose</p> <p>Stills, capture, digital imagery, edit, resize, crop, delete, download, upload, pixels, resolution, aspect ratio, software, device, delete, save, image dimensions, graphics, save, store, copyright</p>

Spring term	<p><b>Google Chrome/ Safari/ Children's search engines</b> Digestion – research facts</p> <ul style="list-style-type: none"> <li>• Discuss whether a resource they are using is on the internet, school network or iPad</li> <li>• Identify key words when searching safely on the World Wide Web</li> <li>• Explain how to check who owns photos, text and clipart</li> </ul> <p><a href="https://projectevolve.co.uk/toolkit/resources/strand/copyright-and-ownership/7-11/">https://projectevolve.co.uk/toolkit/resources/strand/copyright-and-ownership/7-11/</a></p>	<p><b>Tynker</b> Getting Started with code 2</p> <ul style="list-style-type: none"> <li>• Understand 'while loops' as a way of handling conditions that stay the same</li> <li>• Understand 'nested loops' as an efficient way of handling actions that contain other repeating actions</li> <li>• Understand 'variables' as a way of working with changing values</li> <li>• Understand 'input' as information that's received, and 'output' as information that's given back</li> </ul>	<p><b>Numbers</b> Science/ Maths Data handling</p> <ul style="list-style-type: none"> <li>• Plan, create and search a database to answer questions</li> </ul>	<p><b>Pages</b> Viking Boy</p> <ul style="list-style-type: none"> <li>• Use the keyboard on an iPad confidently and make use of the spellchecker to write and review work</li> <li>• Give constructive feedback to friends to help them improve their work and refine their own</li> <li>• to use lock boxes</li> </ul> <p><b>Imovie- Special Effects</b> Science – digestion – presentation Pages – presenter mode – autocue</p> <ul style="list-style-type: none"> <li>• Use photos, video and sound to create an atmosphere when presenting to different audiences</li> <li>• Explore new media to extend what they can achieve</li> </ul>	<p>Images, digital content, video, sound, devices, paint, edit, design, audience, purpose, manipulate, software, font, size, colour, cut, copy, past, 3D representations, internet, evaluate.</p>
Summer Term			<p>Popplet Lite Discrete and Continuous Data – what is best for the information gathering?</p> <p>Creating classification keys – <b>Popplet Lite</b></p>	<p>Garageband</p> <p>Develop use of Garage Band to add music to presentations</p>	

	Knowledge	Skills			Vocabulary/Resources
Year 5	Connect	Code	Collect	Communicate	

**Safari/ Google Chrome/ Children's search engines**

Online Internet Safety

- Protect their password and other personal information  
[managing passwords](#)
- Explain how they need to protect themselves and friends and the best ways to do this, including reporting concerns to an adult  
[reporting concerns](#)  
[self image and identity](#)
- Know that anything they post online can be seen, used and may affect others  
[online relationships](#)
- Talk about the dangers of spending too long online or playing a game  
[healthy lifestyle](#)
- Explain the importance of communicating kindly and respectfully  
[healthy and unhealthy behaviours](#)  
[online bullying](#)
- Discuss the importance of choosing an age-appropriate website or app
- Explain why they need to protect their iPad from harm

**Swift**

Section 1 of Learn to Code 1

- Describe what 'commands' and sequences are
- Describe what 'debugging' is
- Describe what 'functions' and for 'loops' are

**Numbers**

Science- Space data temperatures, distance , WWF forests- facts, mission to mars AR

- Use a spreadsheet and database to collect and record data-

- Choose an appropriate tool to help collect data- measure it,

**Infographics/ Numbers**

- Present data in an appropriate way

- Search a database using different operators to refine search- computing

- Talk about mistakes in data and suggest how they may be checked- scatter graph

**Pages****Curriculum link?**

- to design your own template to achieve a particular effect

**iMovie**

Video- Tutorial- Everyone Can Create- DT Bread –

- Use text, photo, sound and video editing tools to refine work

- Use the skills already developed to create content using unfamiliar technology

- Select, use and combine the appropriate technology tools to create effects that will have an impact on others- insert Garageband/ Keynote/ Imovie

- Select an appropriate online or offline tool to create and share ideas

- Review and improve work and support others to improve their work

concerns, dangers, permission, privacy, content, viruses, copyright, trust, acceptable, unacceptable

Data, construct, refine, interpret, database, reliability, accuracy, enquiries, predictions, conclusions, numeric, alphabetic, datalogger, measurements, present, analyse,

spreadsheet, function, model, variables, simulations, formulae, cells, investigate, data, accuracy

outcome, procedure, variable, repetition, commands, input, output, system, selection, logical reasoning, decomposition, selection, error, test, refine, purpose, simulations, software,

Spring Term		<p>Section 2 of Learn to Code 1</p> <ul style="list-style-type: none"> <li>• Describe what 'conditional code, Booleans', and 'logical operators' are</li> <li>• Describe what 'while loops' are</li> <li>• Describe what 'algorithms' are</li> </ul>		3D modelling? Sketch up? flip a clip Art	
Summer Term	<p>Research Victorians</p> <ul style="list-style-type: none"> <li>• Know which resources on the internet they can use and download</li> <li>• Describe different parts of the internet</li> <li>• Use different online communication tools for different purposes</li> <li>• Use a search engine to find appropriate information and check its reliability <a href="https://projectevolve.co.uk/toolkit/resources/strand/managing-online-information/7-11/">https://projectevolve.co.uk/toolkit/resources/strand/managing-online-information/7-11/</a></li> <li>• Recognise and evaluate different types of information they find on the World Wide Web</li> <li>• Describe the different parts of a webpage</li> <li>• Find out who the information on a web page belongs to <a href="#">copyright and ownership</a></li> </ul>	<p><b>LEGO Spike</b></p> <p>Lego spike essentials DT</p>	<p><b>Numbers</b></p> <p>Maths- science investigation- use measure app- audio recordings-</p> <ul style="list-style-type: none"> <li>• To collect data and represent in different ways- line graphs, scatter graphs</li> <li>• Talk about mistakes in data and suggest how they may be checked- scatter graph</li> </ul>	<p><b>Imovie/ Green Screen</b></p> <p>Video- special effects (see Everyone Can Create) History News Report- Victorians</p> <ul style="list-style-type: none"> <li>• Combine keynote and iMovie</li> <li>• Create titles in keynote and move to iMovie</li> <li>• Use the skills already developed to create content using unfamiliar technology</li> </ul>	

	Knowledge	Skills			Vocabulary/Resources
Year 6	Connect	Code	Collect	Communicate	
Autumn Term	<p><b>Project Evolve</b> <b>Online Safety/ RHE</b></p> <ul style="list-style-type: none"> <li>• Protect their password and other personal information <a href="#">privacy</a></li> <li>• Explain the consequences of sharing too much information about themselves online or on apps <a href="#">sharing online</a></li> <li>• Support friends to protect themselves and make good choices online, including reporting concerns to an adult <a href="#">online relationships</a></li> <li><a href="#">self image</a></li> <li>• Explain the consequences of spending too much time online or on a game/app <a href="#">well being</a></li> <li>• Explain the consequences to themselves and others of not communicating kindly and respectfully <a href="#">online sharing</a> <a href="#">online relationships</a></li> <li>• Protect their iPad from harm on the internet</li> <li>• Discuss the internet services they need to use for different purposes</li> <li>• Describe how information is transported on the internet</li> </ul>	<p><b>Swift Playgrounds</b> Learn to Code 1 &amp;2</p> <ul style="list-style-type: none"> <li>• Describe what ‘variables’ are</li> <li>• Describe what ‘types’ and ‘initialization’ are. Type - is a named grouping of properties (the features) and methods (the behaviors) of a kind of data</li> <li>• “Initialization’ is the act of creating a new instance of a type, which includes setting initial values for any properties of the type</li> <li>• Describe what parameters are</li> <li>• Describe what ‘arrays are’</li> <li>• Milestone Project - Build your own world using all the concepts you’ve learned so far. Create a story to go with the world.</li> <li>• App design - focus on prototypes and designing an app they might want to build.</li> </ul>		<p><b>Keynote</b> Science presentation- animation</p> <p><b>Garageband</b> Podcasts- History- WW</p> <ul style="list-style-type: none"> <li>• Talk about audience, atmosphere and structure when planning a particular outcome</li> </ul> <p><b>Paper</b> capturing conflicts- Art</p> <ul style="list-style-type: none"> <li>• Describe why they select a particular online tools for a specific purpose</li> <li>• Confidently identify the potential of unfamiliar technology to increase their creativity</li> </ul>	<p>Sound, images, text, technology, present, audience, purpose, media, tools, creativity, digital, edit, refine, evaluate, devices, content.</p> <p>Design, program, algorithm, outcome, procedure, variable, repetition, commands, input, output, system, selection, logical reasoning, decomposition, selection, error, test, refine, purpose, simulations, software,</p> <p>sources, plagiarism, download, publish, permission, hyperlink, copyright, fact, opinion, reliable, sources, online, web page, content, author,</p>

	<ul style="list-style-type: none"> <li>• Select an appropriate tool to communicate and collaborate online</li> </ul>				
Spring Term	<p>History: Research Rule of Law – British Democracy – Compare and contrast with the Ancient Greeks</p> <ul style="list-style-type: none"> <li>• Talk about the way search results are selected and ranked <a href="#">search engine results</a></li> <li>• Check the reliability of a website <a href="#">managing online info</a></li> <li>• Discuss copyright and acknowledge the sources of information that they find online <a href="#">copyright-and-ownership/7-11/</a></li> </ul>	<p>Swift Playgrounds</p> <p>Everyone Can Code Puzzles</p>	<p><b>Numbers</b> Maths</p> <ul style="list-style-type: none"> <li>• Plan the process needed to investigate the world around themselves</li> <li>• Select the most effective tool to collect data for an investigation</li> <li>• Check the data they collect for accuracy and plausibility</li> <li>• Interpret the data collected</li> <li>• Present the data they collect in an appropriate way</li> <li>• Use the skills they have developed to interrogate a database</li> </ul>	<p><b>Imovie</b> Documentary- History WW</p> <p><b>Book design- Everyone can create drawing- The Arrival- English</b></p> <ul style="list-style-type: none"> <li>• Be digitally discerning when evaluating the effectiveness of their own work and the work of others</li> </ul>	
Summer Term		<p>Swift Playgrounds</p> <p>Everyone Can Code Puzzles</p>	<p>Science- collecting data- Popplet</p>	<p><b>Imovie</b> Creating a short film production- Everyone Can Create</p> <ul style="list-style-type: none"> <li>• Combine a range of media, recognising the contribution of each to achieve a particular outcome</li> </ul>	