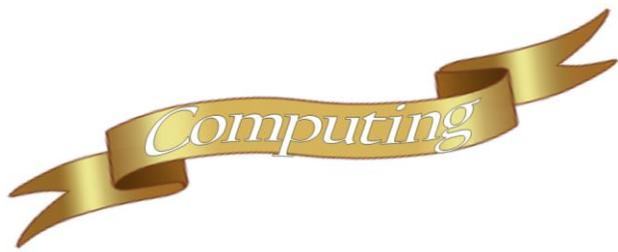


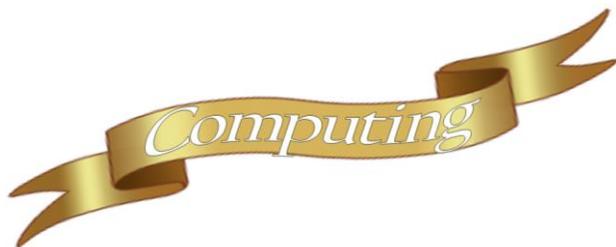
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	Autumn Term	Spring Term	Summer Term
Year 1	<p><b><u>Programming &amp; Online safety</u></b> <b><u>Programming</u></b> <b>Unit 1: Bee Bots (app)</b></p> <ul style="list-style-type: none"> <li>• Give and follow instructions, which include straight and turning commands, one at a time.</li> <li>• Explore outcomes when instructions are given in sequence.</li> <li>• Give a simple sequence of instructions.</li> </ul> <p><b>Unit 2: Daisy Dino/Bee Bots (app) or similar program</b></p> <ul style="list-style-type: none"> <li>• Discuss/explore what will happen when instructions are given in a sequence.</li> <li>• Give a sequence of instructions to complete a simple task.</li> <li>• Instructions use both movement commands and additional commands.</li> </ul> <p><b><u>Online safety (to run alongside both units)</u></b></p> <ul style="list-style-type: none"> <li>• Make decisions about whether or not statements or images found on the internet are likely to be true.</li> <li>• Identify different devices that can go on the internet, and separate those that do not.</li> <li>• Identify what things count as personal</li> </ul>	<p><b><u>Multimedia &amp; Data</u></b> <b><u>Multimedia</u></b> <b>Unit 1: Graphics</b></p> <ul style="list-style-type: none"> <li>• Use ICT to generate ideas for their work.</li> <li>• Use various tools including brushes, pens, lines, fill, spray and stamps.</li> <li>• Use save, retrieve, amend and print.</li> </ul> <p><b>Unit 2: Data (<a href="http://www.j2e.com/jit5">www.j2e.com/jit5</a>) – use Pictogram</b></p> <ul style="list-style-type: none"> <li>• Know that images give information.</li> <li>• Say what a pictogram is showing them.</li> <li>• Put data into a program (pictogram).</li> <li>• Sort objects and pictures in lists or simple tables.</li> </ul> <p><b><u>Online safety</u></b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a>.</p>	<p><b><u>Multimedia &amp; Online</u></b> <b><u>Multimedia</u></b> <b>Unit 1: Text (BookCreator)</b> Uses an iPad</p> <ul style="list-style-type: none"> <li>• Use the spacebar, back space, enter, shift and arrow keys.</li> <li>• Start to use two hands when typing.</li> <li>• Word process short texts, rather than copying up written work.</li> </ul> <p><b><u>Online</u></b> <b>Unit 2: Websites – (see 3BM Digital Literacy)</b></p> <ul style="list-style-type: none"> <li>• Talk about websites they have been on.</li> <li>• Explore a website by clicking on buttons, arrows, menus and hyperlinks.</li> <li>• Navigate ‘back’ by clicking on the ‘back’ button.</li> <li>• Complete a search under the supervision of adults</li> <li>• At this age, websites need to be explicit to them. This age of children should <b>not</b> be searching the internet, even with safer search engines such as primaryschoolict.com and kidrex.org</li> <li>• Use a fixed site like <a href="http://www.busythings.lgfl.net">www.busythings.lgfl.net</a> or <a href="http://infant.parkfieldprimary.com/">http://infant.parkfieldprimary.com/</a></li> </ul>



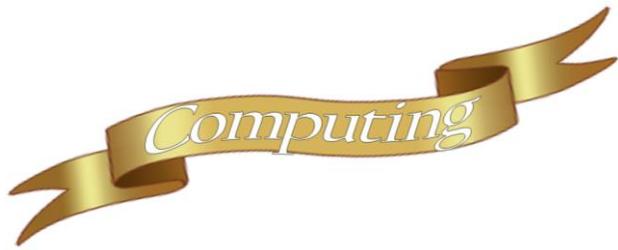
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	<p>information.</p> <ul style="list-style-type: none"><li>• Identify when inappropriate content is accessed and act appropriately.</li></ul> <p><b>Online safety is to run alongside all units. It can be drip fed or taught as part/whole lessons as needs be.</b></p>		<p><u><b>Online safety</b></u></p>
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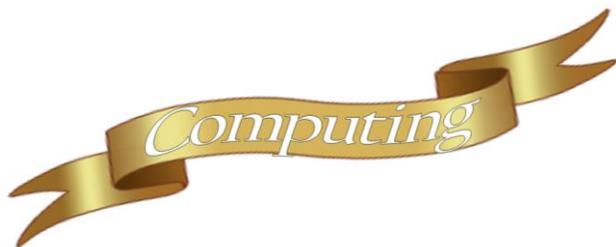
	Autumn Term	Spring Term	Summer Term
Year 2	<p><b><u>Programming &amp; Online safety</u></b> <b><u>Programming</u></b></p> <p><b>Unit 1: Daisy Dino or similar program</b></p> <ul style="list-style-type: none"> <li>• Use the 'repeat' command within a series of instructions.</li> <li>• Plan a short 'story' for a sprite and write the commands for this.</li> <li>• Edit/refine a sequence of commands.</li> </ul> <p><b>Unit 2: Move the turtle <a href="http://www.j2e.com/jit5">www.j2e.com/jit5</a> - use simple Turtle moves. (3BM lessons for JiT).</b></p> <ul style="list-style-type: none"> <li>• Generate a sequence of instructions including 'right angle' turns.</li> <li>• Create a sequence of instructions to generate simple geometric shapes (oblong /square).</li> <li>• Discuss how to improve/change their sequence of commands.</li> </ul> <p><b><u>Online safety (to run alongside both units)</u></b></p> <ul style="list-style-type: none"> <li>• Identify obviously false information in a variety of contexts.</li> <li>• Recognise that a variety of devices (XBox, PSP etc as well as computers and phones) connect users with other people.</li> <li>• Identify personal information that should be</li> </ul>	<p><b><u>Multimedia &amp; Data</u></b> <b><u>Multimedia</u></b></p> <p><b>Unit 1: Sound recording (Garage Band/Photostory)</b></p> <ul style="list-style-type: none"> <li>• Use sound recorders, at and away from, a computer to capture and playback sound.</li> <li>• Use software to record music and sounds.</li> <li>• Change sounds they have recorded.</li> <li>• Save, retrieve and edit sounds.</li> </ul> <p><b>Unit 2: Data <a href="http://www.j2e.com/jit5">www.j2e.com/jit5</a> - see Pictogram lesson on 3BM (look under IT)</b></p> <ul style="list-style-type: none"> <li>• Place objects and pictures in a list or a simple table.</li> <li>• Make a simple Y/N tree diagram to sort information.</li> <li>• Create and search a branching database.</li> </ul> <p><b><u>Online safety</u></b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a></p>	<p><b><u>Multimedia &amp; Online</u></b> <b><u>Multimedia</u></b></p> <p><b>Unit 1: Video (iMovie app)</b> Children to upload videos to j2e and then publish them.</p> <ul style="list-style-type: none"> <li>• Capture video.</li> <li>• Discuss which videos to keep and why.</li> <li>• Arrange clips to make a short film that conveys meaning.</li> <li>• Add simple titles and credits.</li> </ul> <p><b><u>Online</u></b> <b>Unit 2: Email – 2Simple Email</b></p> <ul style="list-style-type: none"> <li>• Recognise an email address.</li> <li>• Find the @ key on a keyboard.</li> <li>• Contribute to a class email.</li> <li>• Open and select to reply to an email as a class.</li> </ul> <p><b><u>Online safety</u></b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a></p>



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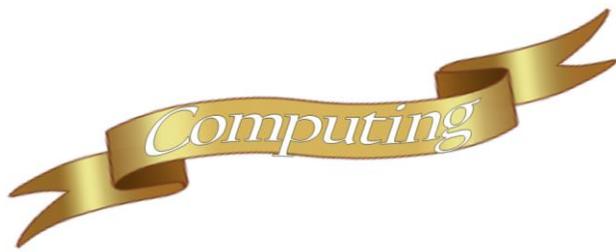
- kept private.
- Consider other people's feelings on the internet.
- Remember and use *Sid's Top Tips*.

**Online safety is to run alongside all units. It can be drip fed or taught as part/whole lessons as needs be.**



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	Autumn Term	Spring Term	Summer Term
Year 3	<p><b><u>Programming &amp; Online safety Programming</u></b></p> <p><b>Unit 1: Daisy Dino / Cargo Bot /similar program</b></p> <ul style="list-style-type: none"> <li>• Use the 'repeat' command within a series of instructions.</li> <li>• Use the 'if... then' command and predict the result.</li> <li>• Talk about the similarities and difference between different coding applications (Move the turtle, Daisy Dino, Bee Bots etc).</li> </ul> <p><b>Unit 2: Logo/similar program</b></p> <ul style="list-style-type: none"> <li>• Write a simple program in Logo to produce a line drawing.</li> <li>• Use more advanced Logo programming, including pen up, pen down etc.</li> <li>• Write a program to reproduce a defined problem, e.g. geometric shape/pattern.</li> </ul> <p><b><u>Online safety (to run alongside both units)</u></b></p> <ul style="list-style-type: none"> <li>• Question the "validity" of what they see on the internet.</li> <li>• Use a browser address bar not just search box and shortcuts.</li> </ul>	<p><b><u>Multimedia &amp; Data Multimedia</u></b></p> <p><b>Unit 1: Graphics j2e.lgfl.net</b></p> <ul style="list-style-type: none"> <li>• Acquire, store and combine images from cameras or the internet for a purpose.</li> <li>• Use the print screen function to capture an image.</li> <li>• Select certain areas of an image and resize, rotate an image.</li> <li>• Edit pictures using various tools in paint or photo-manipulation software.</li> </ul> <p><b>Unit 2: Data</b></p> <ul style="list-style-type: none"> <li>• Choose information to put into a data table.</li> <li>• Recognise which information is suitable for their topic.</li> <li>• Design a questionnaire to collect information.</li> <li>• Sort and organise information to use in other ways.</li> </ul> <p><b><u>Online safety</u></b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a></p>	<p><b><u>Multimedia &amp; Online Multimedia</u></b></p> <p><b>Unit 1: eBooks (BookCreator)</b> An app, but books could be published online. Alternatively, consider blogging using j2e to compliment skills learned last term. Just seen next unit!</p> <ul style="list-style-type: none"> <li>• Create a new eBook with a front cover and add or remove pages.</li> <li>• Combine text and images within each page and embed sound clips.</li> <li>• Add information about the author and title for publishing.</li> <li>• Get quicker at typing using both hands.</li> <li>• Use different fonts sizes, colours and effects to communicate meaning.</li> <li>• Align text left, right and centre.</li> </ul> <p><b><u>Online</u></b> <b>Unit 1: Blogging – <a href="http://www.j2e.lgfl.net">www.j2e.lgfl.net</a> <a href="http://www.blogcentral.lgfl.net/">http://www.blogcentral.lgfl.net/</a></b> (teacher support portal)</p> <ul style="list-style-type: none"> <li>• Navigate to view their class/school blog.</li> <li>• Understand that their class/school blog can be updated from a range of devices.</li> <li>• Comment on their class/school blog.</li> <li>• Subscribe with an adult's email to receive</li> </ul>



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- Think before sending and suggest consequences of sending/posting.
- Recognise online behaviours that would be unfair.

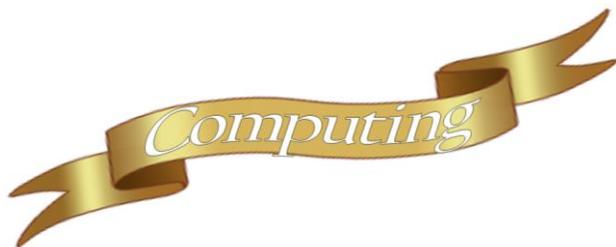
updates about their class/school blog.

**Unit 2: Internet research – 3BM lessons**

- Type in a URL to find a website.
- Add websites to favorites.
- Use a safer search engine to find a range of media, e.g. images, text.
- Think of search terms to use linked to questions they are finding the answers for.
- Talk about the reliability of information on the internet, e.g. the difference between fact and opinion (link to Online Safety)
- Safer search engines to use include:
- [www.kidrex.org](http://www.kidrex.org)
- [www.safesearchkids.com](http://www.safesearchkids.com)
- [www.primaryschoolict.com](http://www.primaryschoolict.com)
- [www.juniorsafesearch.com](http://www.juniorsafesearch.com)

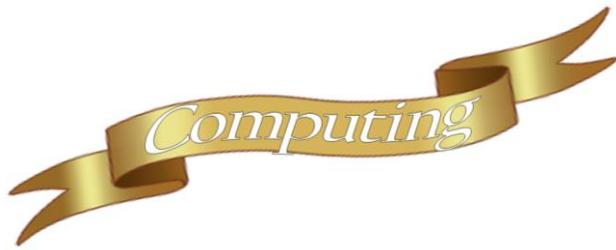
**Online safety**

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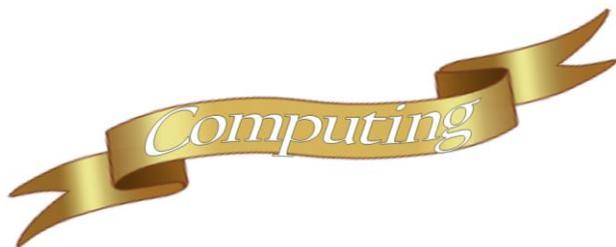
	Autumn Term	Spring Term	Summer Term
Year 4	<p><b><u>Programming &amp; Online safety</u></b> <b><u>Programming</u></b></p> <p><b>Unit 1: Scratch <i>Racing car</i></b></p> <ul style="list-style-type: none"> <li>• Navigate the Scratch programming environment.</li> <li>• Create a background and sprite for a game.</li> <li>• Add inputs to control their sprite.</li> <li>• Use conditional statements (if... then) within their game.</li> </ul> <p><b>Unit 2: Kodu <i>Single player - free to navigate and avoid danger – Year 3 3BM lessons</i></b></p> <ul style="list-style-type: none"> <li>• Create a 3D digital world for a game with land, water and scenery.</li> <li>• Add a sprite to their world.</li> <li>• Program their sprite to navigate their 3D world with an input.</li> <li>• Use conditional statements ('if...then') to create dangerous items in their world</li> </ul> <p><b><u>Online safety (to run alongside both units)</u></b></p> <ul style="list-style-type: none"> <li>• Recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles).</li> <li>• Make judgements in order to stay safe,</li> </ul>	<p><b><u>Multimedia &amp; Data</u></b> <b><u>Multimedia</u></b></p> <p><b>Unit 1: Animation (I can animate app)</b></p> <ul style="list-style-type: none"> <li>• Plan what they would like to happen in their animation.</li> <li>• Take a series of pictures to form an animation.</li> <li>• Move items within their animation to create movement on playback.</li> <li>• Edit/improve their animation.</li> </ul> <p><b>Unit 2: Data</b></p> <ul style="list-style-type: none"> <li>• Create and search a branching database.</li> <li>• Sort and organise information to use in other ways.</li> <li>• Create a database from information I have selected.</li> </ul> <p><b><u>Online safety</u></b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a></p>	<p><b><u>Multimedia &amp; Online</u></b> <b><u>Multimedia</u></b></p> <p><b>Unit 1: Video (iMovie trailer)</b> Can make use of j2e and then share on my.uso.im. (Key skills to include editing).</p> <ul style="list-style-type: none"> <li>• Capture video for a purpose.</li> <li>• Discuss the quality of videos and chose which to keep and which to re-shoot.</li> <li>• Trim and arrange clips to convey meaning.</li> <li>• Add titles, credits, slide transitions, special effects and talk about the effect these have on the audience.</li> </ul> <p><b><u>Online</u></b> <b>Unit 2: Emails</b></p> <ul style="list-style-type: none"> <li>• Log in to an email, open emails, create and send replies.</li> <li>• Attach files to an email.</li> <li>• Download and save files from an email.</li> <li>• Email more than one person and participate in group emails by 'replying to all'.</li> <li>• Would advise either LondonMail or Google's G Suite for this purpose. LondonMail is already setup (MC checked on 21/05 using Thomas McDonagh's USO (Y4 child.)</li> </ul>



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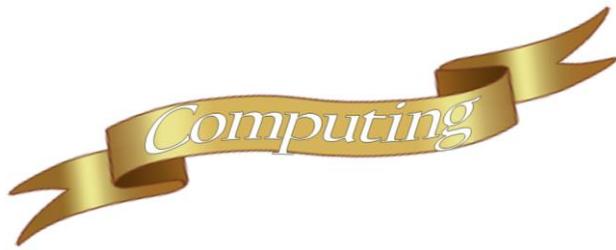
	<p>whilst communicating with others online.</p> <ul style="list-style-type: none"><li>• Tell an adult if anything worries them online.</li><li>• Identify dangers when presented with scenarios, social networking profiles, etc.</li><li>• Articulate examples of 'good' and 'bad' behaviour online</li></ul>		<p><b>Unit 3: Video conferencing</b></p> <ul style="list-style-type: none"><li>• Load and add a contact to Skype.</li><li>• Make/receive and voice and video call.</li><li>• Adjust the audio/video settings to ensure good quality of the call.</li><li>• Use either Skype or FaceTime on a school issued iPad only. Link with another school or if this is not possible, simply link between classes and get children to read a story or similar. Use AirServer to beam to IWBs.</li></ul> <p><b><u>Online safety</u></b></p>
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**Online safety is to run alongside all units. It can be drip fed or taught as part/whole lessons as needs be.**



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	Autumn Term	Spring Term	Summer Term
Year 5	<p><b><u>Programming &amp; Online safety</u></b> <b><u>Programming</u></b></p> <p><b>Unit 1: Scratch <i>The Ghosty woods/Whack-a-witch</i></b></p> <ul style="list-style-type: none"> <li>Use external triggers and infinite loops to control sprites.</li> <li>Create and edit variables</li> <li>Use conditional statements</li> </ul> <p><b>Unit 2: Kodu <i>As year 4 with addition of collect points – Year 4 3BM lessons, although this year they may need to do Y3 lessons</i></b></p> <ul style="list-style-type: none"> <li>Design a 3D world with items to be collected and dangerous items.</li> <li>Add and program a sprite to navigate their world to collect items and avoid danger.</li> <li>Add a scoring system to their world and signal to the player when they win or lose the game.</li> </ul> <p><b><u>Online safety (to run alongside both units)</u></b></p> <ul style="list-style-type: none"> <li>Judge what sort of privacy settings might be relevant to reducing different risks.</li> <li>Judge when to answer a question online and when not to.</li> </ul>	<p><b><u>Multimedia &amp; Data</u></b> <b><u>Multimedia</u></b></p> <p><b>Unit 1: eBooks (Book Creator app/iBook Author on Mac)</b></p> <ul style="list-style-type: none"> <li>Create a new ebook with a front cover and add/remove pages/sub pages.</li> <li>Produce a multimedia ebook combining video, pictures, text and audio</li> <li>Attach author data for publishing and publish book.</li> </ul> <p><b>Unit 2: Data</b></p> <ul style="list-style-type: none"> <li>Create data collection forms and enter data from these accurately.</li> <li>Know how to check for and spot inaccurate data.</li> <li>Know which formulas to use when I want to change my spreadsheet model.</li> <li>Make graphs from the calculations on my spreadsheet.</li> </ul> <p><b><u>Online safety</u></b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a></p>	<p><b><u>Multimedia &amp; Online</u></b> <b><u>Multimedia</u></b></p> <p><b>Unit 1: Sound Recording (Audacity)</b></p> <ul style="list-style-type: none"> <li>Collect audio from a variety of sources including own recordings and internet clips.</li> <li>Create a multi-track recording using effects.</li> <li>Edit and refine their work to improve outcomes.</li> <li>Audacity is rather old now – GarageBand on the iPads might work better for this. <a href="https://www.youtube.com/watch?v=IG9wajfK0u0">https://www.youtube.com/watch?v=IG9wajfK0u0</a> and <a href="https://www.tes.com/teaching-resource/how-to-use-garage-band-11065541">https://www.tes.com/teaching-resource/how-to-use-garage-band-11065541</a></li> <li>Remember that schools have access to 64,000 music clips at <a href="http://www.audio.lgfl.net">www.audio.lgfl.net</a>!</li> </ul> <p><b><u>Online</u></b> <b>Unit 2: Internet research</b> See 3BM's units- "Stop, check", "How can we trust the internet?", "Searching, searching" and "How fake is that?"</p> <ul style="list-style-type: none"> <li>Use advanced search functions in Google, e.g. quotations. Must still use safer search options though – see Year 3 Summer Unit 2</li> <li>Understand websites such as Wikipedia are made by users (link to E-Safety)</li> </ul>



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- Be a good online citizen and friend, not a 'digital bystander'.
- Articulate what constitutes good behaviour online.
- Find and cite the web address for any information or resource found online.
- Use different sources to double check information found.

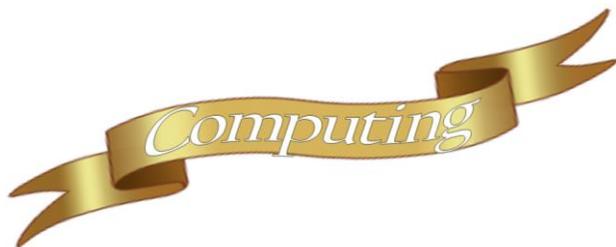
- Use strategies to check the reliability of information, e.g. cross checking with books.
- Use their knowledge of domain names to aid their judgment of the validity of websites.

**Unit 3: Cloud computing**

- Understand files may be saved off their device in 'clouds' (servers).
- Upload/download a file to the cloud on different devices.
- Understand about syncing files using cloud computing folders.
- Use of j2e and j2launch app on iPads.

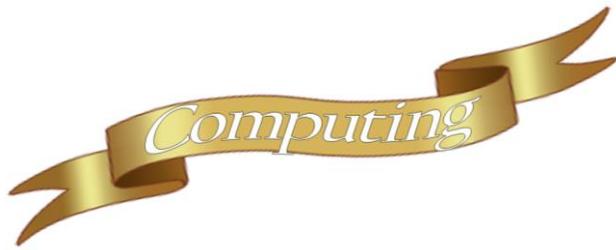
**Online safety**

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	Autumn Term	Spring Term	Summer Term
Year 6	<p><b><u>Programming &amp; Online safety Programming</u></b></p> <p><b>Unit 1: Scratch</b></p> <ul style="list-style-type: none"> <li>Design their own game including sprites, backgrounds, scoring and/or timers.</li> <li>Their game uses conditional statements, loops, variables and broadcast messages.</li> <li>Their game finishes if the player wins or loses and the player knows if they have won or lost.</li> <li>Evaluate the effectiveness of their game and debug if required.</li> </ul> <p><b>Unit 2: MBots</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs for the MBot,</li> <li>Solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs;</li> <li>Work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p><b><u>Multimedia &amp; Data Multimedia</u></b></p> <p><b>Unit 1: Animation (Monkey Jam/WMM)</b></p> <ul style="list-style-type: none"> <li>Plan a multi-scene animation including characters, scenes, camera angles and special effects.</li> <li>Use stop-go animation software with an external camera to shoot the animation frames.</li> <li>Adjust the number of photographs taken and the playback rate to improve the quality of the animation.</li> <li>Publish their animation and use a movie editing package to edit/refine and add titles.</li> </ul> <p><b>Unit 2: Data</b></p> <ul style="list-style-type: none"> <li>Create data collection forms and enter data from these accurately.</li> <li>Know how to check for and spot inaccurate data.</li> <li>Know which formulas to use when I want to change my spreadsheet model.</li> <li>Make graphs from the calculations on my spreadsheet.</li> <li>Sort and filter information.</li> <li>Understand that changing the numerical</li> </ul>	<p><b><u>Multimedia &amp; Online Multimedia</u></b></p> <p><b>Unit 1: eBooks/AppMaker</b></p> <p>These books could be exported out and uploaded online. [LGfL's AppMaker (<a href="http://www.appmaker.lgfl.net">www.appmaker.lgfl.net</a>) can be used to create an app that is instantly available!]</p> <ul style="list-style-type: none"> <li>Create a new ebook with a front cover and add/remove pages/sub pages.</li> <li>Produce a multimedia ebook combining video, pictures, text and audio</li> <li>Attach author data for publishing and publish book.</li> </ul> <p><b><u>Online</u></b></p> <p><b>Unit 2: Internet research</b> See 3BM's units- "How can we trust the internet?", "Searching, searching" and "How fake is that?"</p> <ul style="list-style-type: none"> <li>Use advanced search functions in Google, e.g. quotations.</li> <li>Understand websites such as Wikipedia are made by users (link to E-Safety)</li> <li>Use strategies to check the reliability of information, e.g. cross checking with books.</li> <li>Use their knowledge of domain names to</li> </ul>



Wykeham Primary School  
Computing Curriculum Overview 2018-2019

	<p><b>Online safety (to run alongside both units)</b></p> <ul style="list-style-type: none"> <li>• Find <i>report</i> and <i>flag</i> buttons in commonly used sites and name sources of help (Childline, Cybermentors, etc)</li> <li>• Click CEOP button and explain to parents what it is for.</li> <li>• Discuss scenarios involving online risk.</li> <li>• State the source of information found on the internet.</li> <li>• Act as a role model for younger pupils, including promoting <i>Sid's Top Tips</i>.</li> </ul>	<p>data affects a calculation.</p> <p><b>Online safety</b> Additional online safety materials can also be had from <a href="#">Education for a Connected World</a></p>	<p>aid their judgment of the validity of websites.</p> <ul style="list-style-type: none"> <li>• Must still use safer search options though – see Year 3 Summer Unit 2</li> </ul> <p><b>Unit 3: Cloud computing</b></p> <ul style="list-style-type: none"> <li>• Understand files may be saved off their device in 'clouds' (servers).</li> <li>• Upload/download a file to the cloud on different devices.</li> <li>• Understand about syncing files using cloud computing folders.</li> <li>• Use of j2e, appmaker.lgfl.net or similar?</li> <li>• Might be an idea to look at "how the internet works" in this unit, perhaps? Excellent resources here (requires you to create a free login) or similar plans here - <a href="http://code-it.co.uk/netintsearch">http://code-it.co.uk/netintsearch</a></li> <li>• <a href="https://www.slideshare.net/zainals/cloud-computing-for-teaching-learning">https://www.slideshare.net/zainals/cloud-computing-for-teaching-learning</a></li> </ul> <p><b>Online safety</b></p>
<p><b>Online safety is to run alongside all units. It can be drip fed or taught as part/whole lessons as needs be.</b></p>			