

# Pineham Barns Computing Curriculum

Year Group	Autumn Term Digital Literacy	Spring Term Information Technology	Summer Term Computer Science	End of Key Stage Expectations
<b>Reception</b>	<ol style="list-style-type: none"> <li>1. What are computers?</li> <li>2. Other ways of finding information</li> <li>3. Exploring inputs 1</li> <li>4. Exploring inputs 2</li> <li>5. Exploring outputs</li> <li>6. Online Safety</li> </ol>	Use of different devices:  <i>Computers, I Pads, Cameras, interactive whiteboards, media player (CD, DVD, video, cassette, vinyl), phones, tablets</i>	Algorithms introduction – instructions  Sandwich bot game  iPad apps – Cargobot/Lightbot – programming/beebot	
<b>Year One</b>	<b>Online Safety</b> SWGFL Digital Literacy <ol style="list-style-type: none"> <li>1. Going places safely</li> <li>2. ABE searching</li> <li>3. Keep it private</li> <li>4. My creative work</li> <li>5. Sending Email</li> </ol>	Logging in, accessing/creating folders  Basics of word/PowerPoint  Accessing internet	Floor robots - programming	By the end of KS1 I can: <ul style="list-style-type: none"> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> </ul>
<b>Year Two</b>	<b>Online Safety</b> SWGFL Digital Literacy: <ol style="list-style-type: none"> <li>1. staying safe online</li> <li>2. following the digital trail</li> <li>3. screen the mean out</li> <li>4. using keywords</li> <li>5. sites I like</li> </ol>	Word/PowerPoint  Different fonts/colours/size Text position Copy – paste (text + images) Transitions/presenting back	Scratch Jr – programming, iPad app  <a href="https://www.scratchjr.org/teach/activities">https://www.scratchjr.org/teach/activities</a>	<ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> <li>▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
<b>Year Three</b>	<b>Online Safety</b> SWGFL Digital Literacy: <ol style="list-style-type: none"> <li>1. powerful passwords</li> <li>2. my online community</li> <li>3. things for sale</li> <li>4. show respect online</li> <li>5. writing good emails</li> </ol>	Blogs: <i>Wordpress</i>  Excel	Webpage creation and design: <i>Weebly</i>  Muse/Edge tools?	By the end of KS2 I can: <ul style="list-style-type: none"> <li>▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ use sequence, selection, and repetition in programs; 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> <li>▪ understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> </ul>
<b>Year Four</b>	<b>Online Safety</b> SWGFL Digital Literacy: <ol style="list-style-type: none"> <li>1. rings of responsibility</li> <li>2. private and personal information</li> <li>3. the power of words</li> <li>4. the key to keywords</li> <li>5. whose is it, anyway?</li> </ol>	3D modelling:  Sketch-up  Stop/start animation <i>I can animate</i>	App creation: <i>Appshed</i>  Flash builder?	<ul style="list-style-type: none"> <li>▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>▪ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
<b>Year Five</b>	<b>Online Safety</b> SWGFL Digital Literacy: <ol style="list-style-type: none"> <li>1. strong passwords</li> <li>2. digital citizenship pledge</li> <li>3. you’ve won a prize!</li> <li>4. how to cite a site</li> <li>5. perfect picture</li> </ol>	Photo editing: <i>Photoshop</i>  Audio editing: <i>Audacity</i>	Game creation: <i>Kodu</i>	
<b>Year Six</b>	<b>Online Safety</b> SWGFL Digital Literacy: <ol style="list-style-type: none"> <li>1. talking safely online</li> <li>2. super digital citizen</li> <li>3. privacy rules</li> <li>4. what’s cyberbullying?</li> <li>5. selling stereotypes</li> </ol>	Video editing: <i>Premiere Pro CC</i>	iPad coding: <i>Codea</i>  <i>Hopscotch for games</i>	<ul style="list-style-type: none"> <li>▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>

