

# Computing Overview A Hurstbourne Tarrant C of E Primary

## ICT UNITS Phase A

|        | SPRING CLASS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |                             |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|
| Year R | <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <ul style="list-style-type: none"><li>• Completes a simple program on a computer.</li><li>• Interacts with age-appropriate computer software.</li></ul> <p><a href="#">Computing using EYLG</a></p> <p><a href="#">Including Early Years</a></p> <p><b>Programming Options:</b> <a href="#">Kodable</a>, paper based, roammers</p> |                             |                             |
|        | Cross curricular ICT links:                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Cross curricular ICT links: | Cross curricular ICT links: |
|        | 😊                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 😊                           | 😊                           |

## Computing Overview A Hurstbourne Tarrant C of E Primary

|                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                   |                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Year 1/2</b></p> | <p><b>Toys around the world</b></p> <p><b>How Computers work. Computers at home.</b></p> <p><b>Electronic Communication. (email/blog/website/video conferencing)</b></p> <p>Begin to understand the need to abide by school e-safety rules.</p> <p>Traction Man - Comic Life App</p> <p>Taking and retrieving photos.</p> | <p><b>Explorers.</b></p> <p><b>Multimedia (word processing)</b></p> <p>In this unit children learn how to communicate messages by using a combination of graphics and text. They also learn the importance of saving their work. Children will apply what they have learnt in this unit when writing reports; producing multimedia presentations.</p> <p>Research.</p> <p>Saving and retrieving images.</p> | <p><b>Giants</b></p> <p><b>Music and Sound</b></p> <p>Compose music from icons. Produce a simple presentation incorporating sounds the children have captured, or created.</p> <p>Garage Band</p> | <p><b>New Life</b></p> <p><b>Basic Programming. An introduction to Scratch.</b></p> <p>Use Scratch Jnr teaching programs to introduce basics.</p> | <p><b>Africa</b></p> <p><b>Databases (2investigate)</b></p> <p>In this unit children learn that key pieces of information can be used to describe objects. They also learn to use simple criteria to divide groups of objects into sub-sets, and to identify objects by key words. They will use a word processor with a word bank to present information.</p> | <p><b>Castles</b></p> <p><b>Programming. (unplugged and beebots)</b></p> <p>In this unit children learn how to give and follow instructions to make things happen. They learn how to sequence instructions, so that others can follow them, and to predict what will happen. They will recognise the need for accuracy, definition, and common language. Children learn how to create, test, modify and store instructions to control the movements of a floor turtle. They learn to program the floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences.</p> |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Computing Overview A Hurstbourne Tarrant C of E Primary

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 3/4 | <p><b>Pop in, pop out, pop up.</b></p> <p><b>Finding Things Out (internet)</b></p> <p>Children will learn how to use the internet safely. Carry out simple searches and evaluate the available information.</p> <p><b>Text Processing. (Word)</b></p> <p>Children learn how to communicate messages by using a combination of graphics and text. They also learn the importance of saving their work.</p> <p>Extend to blogging with school website.</p> | <p><b>Spice of life</b></p> <p><b>Blogging/Website</b></p> <p>They learn about communicating over distances and will need to consider and compare different methods of communication. Using blogging/e-mail can help children develop their reading and writing skills and develop their knowledge of the wider community. The unit requires collaboration with other schools/classes.</p> <p><b>Sound and digital images:</b></p> <p>Use ipads to capture and evaluate their Indian dance.</p> <p>(Dance eJay) Children will explore and develop musical ideas by using ICT and other methods. They will use simple music software, ipads and a keyboard to compose, collect and communicate their musical ideas. They will amend and modify their work to explore various musical and sound effects, and use ICT to create, organise and record sounds.</p> | <p><b>Can you feel the force</b></p> <p><b>Multimedia (publisher)</b></p> <p>Record and present information integrating a range of appropriate media combining text and graphics in printable form. Begin to show an awareness of the intended audience and seek feedback.</p> | <p><b>Meet the Flintstones</b></p> <p><b>Multimedia (Powerpoint)</b></p> <p>In this unit children learn to create a multimedia presentation using text, images, and sounds. They will be taught to create links between pages and show sensitivity to the needs of their audience.</p> | <p><b>Rise of the robots</b></p> <p><b>Programming - Logo</b></p> <p>Use basic logo instructions to control the screen icon to recreate images. Learn how to debug basic coding instructions and edit them where necessary.</p> | <p><b>Tomb raiders</b></p> <p><b>Modelling and simulations (adventure games)</b></p> <p>In this unit children begin to understand that computer simulations can represent real and imaginary situations.</p> <p><b>Programming</b></p> <p><b>Scratch - Games</b></p> <p>Children will learn how to create a simple game using programming skills.</p> |
|          | <p><b>Cross curricular ICT links:</b></p> <p>☺ DT/Geography</p>                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Cross curricular ICT links:</b></p> <p>☺ History/Science</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Cross curricular ICT links:</b></p> <p>☺ Science/History</p>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                       |

## Computing Overview A Hurstbourne Tarrant C of E Primary

|          |                                                                                                                                                                                             |                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 5/6 | <b>St Lucia</b><br><br><b>Podcasting and Blogging</b><br><br>Use the school website to record recounts , upload pictures and videos and create their own podcasts. Review e-safety elements | <b>Out of this world</b><br><br><b>Spreadsheets (xcel)</b><br><br>Use spreadsheets to calculate costs for a residential trip to St Lucia. | <b>Mayans</b><br><br><b>Multimedia</b><br><b>Powerpoint v (Prezi) V</b><br><b>Google Slides</b><br><br>Discuss and debate the merits of different multimedia programs. | <b>Fit for Life</b><br><br><b>Programming-Scratch</b><br><br>Hour of code has a dance program. Children can program simple dance moves accompanied by music.<br><br>Can Scratch be used to program a range of dance moves to replace 'Activate'?<br><br>Use Scratch to create a quiz linked to a healthy lifestyle.<br><br>Use Scratch to create a healthy eating game.<br><br><b>Computing in PE</b><br><br>Use imovie to make a video of exercise regime. | <b>Hurstbourne is Home</b><br><br><b>Databases – Junior Viewpoint.</b><br><br>In this unit children learn to collect and store information involving more than two variables. They will use a database to answer simple questions by sorting and finding the top or bottom and searching in a single field.<br><br>Children will be introduced to files, records and fields by exploring and comparing computer-based data and paper-based information. They will use a computer database, add to it, carry out simple searches and produce bar charts. (Traffic Survey) | <b>All the world is a stage.</b><br><br><b>Programming – Control Flowol</b><br><br>Children learn how to use input devices or switches to control a process. They learn that it is possible to attach devices such as pressure pads, light sensors, magnetic switches, on/off switches or other devices to a control box. The computer can then be programmed to carry out a process when it detects some sort of change, eg switch on the light when it gets dark. They learn the new control language necessary to program the control box to make such decisions, eg 'if... then...' |
|          | Cross curricular ICT links:<br>☺ Use internet to investigate St Lucia in geography                                                                                                          |                                                                                                                                           | Cross curricular ICT links:<br>☺                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Cross curricular ICT links:<br>☺ Revise wise internet sites<br>☺ Community & belonging - email vicars                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |