

Computing Overview B Hurstbourne Tarrant C of E Primary School

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year R	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Completes a simple program on a computer. • Interacts with age-appropriate computer software. Computing using EYLG Including Early Years Programming: Kodable, paper based, roamers					

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Year 1/2	Location Location Digital Imagery Google Maps Chn will learn how to safely use the digital cameras to take still images and video. They can then be taught how to view their digital images and evaluate the quality of their results. Poor images can then be deleted. Digital Imagery Digital Cameras Children learn that information exists in a variety of forms, including text, still and moving pictures, charts and sounds and that different media are used for different purposes. Children will learn to use Easispeak/Audacity and digital cameras.	Dinosaurs Multi media and word processing Children learn to use words to communicate messages and recognise that ICT lets them correct and improve their work, as they are working or at a later date. Children will also have opportunities to discuss their experiences of using ICT.	Once upon a time ebook (2create a story or zimmer twins) In this unit children develop visual ideas for different purposes by using ICT and other methods. They use the features of an ICT graphics package to explore and realise their ideas and to identify ways to develop and improve their work. They will need to select and use simple tools (pen, brush, fill, and spray) in their mark making, and understand that work can be easily amended and ideas can be tried out without spoiling earlier versions. They will learn how ICT techniques can inform other techniques and vice versa, and that sometimes a screen version is the final version of a piece of work.	Great Fire of London Paint Package (2paint) In this unit children develop visual ideas for different purposes by using ICT and other methods. They use the features of an ICT graphics package to explore and realise their ideas and to identify ways to develop and improve their work. They will need to select and use simple tools (pen, brush, fill, and spray) in their mark making, and understand that work can be easily amended and ideas can be tried out without spoiling earlier versions. They will learn how ICT techniques can inform other techniques and vice versa, and that sometimes a screen version is the final version of a piece of work.	From Dusk 'til Dawn Animation (2animate or Easystudio or ipads) Create a simple animation using stop go techniques. Children can create animations by creating shapes, photographing them, moving them, taking another photo and repeating the process so that when all the pictures are played in a sequence an animation is created.	Sink or Swim Titanic Programming (Unplugged and Beebots) 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.

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Year 3/4	Me, Moi, Me Electronic Communication (school website, blogging and e-safety) Share ICT work they have done electronically by email, website, or uploading to authorised sites. Where possible seek and respond to feedback. Abide by school rules for e-safety.	Hail Caesar Research (internet/CD/espresso) Children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. Multimedia (publisher) 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 feed back. Animation Use digital cameras to create a stop-go animation linked to the Roman theme.	Walk on the Wild Side Multimedia (powerpoint) Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feed back. Sound and Music (easispeak/ audacity) Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own. Create multiple track compositions that contain a variety of sounds.	Settle Down Programming Introduction to Scratch Children learn the basic elements of programming and coding.	Here Come the Vikings Programming Introduction to Scratch
	Cross curricular ICT links: 	Cross curricular ICT links: 		Cross curricular ICT links: 	

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Year 5/6	It's all Greek to me. Computing: a) Unplugged planning. Web Publishing (Google Sites, Powerpoint) Use basic publishing skills to create a website that demonstrates the pupils understanding of Greek life. Hyperlinks will create links between their pages and other media. b) Use Google Forms to evaluate the website.	We'll meet again a) 3D Modelling - Google sketch up. Create a 3D animation of the children's intended plans for their air raid shelter. b) Logo to support development of shapes. Use basic programming language to create a variety of shapes. Debug programs with errors and rewrite code.	Eye Can See You Programming Scratch - Quiz Use Scratch to make a revision tool to help children learn simple mathematics vocabulary or English grammar.	End of year production. Animation
	Cross curricular ICT links: 😊 H	Cross curricular ICT links: 😊 H	Cross curricular ICT links: 😊 H	