

# Computing Overview

		Autumn Term	Spring Term	Summer Term	
Lessons	Cycle A	<p><b>Computer Science:</b> Computing unplugged: to understand what an algorithm is</p> <p><b>Information Technology – Software:</b> Log in to a computer Type using the keyboard</p> <p><b>Digital Literacy and E-Safety: (Covered in all terms)</b> Use technology safely and respectfully, keeping personal information private Identify where to go for help and support when they have concerns about content and contact on the internet or other online technologies</p>	<p><b>Computer Science:</b> Practical coding using beebots: to read pictorial code, to create a simple program, to identify and correct errors Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Information Technology – Uses:</b> Year 2: To identify technology outside of school</p>	<p><b>Computer Science:</b> Scratch Jr and Coding apps: To understand that different code achieves different outcomes Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Information Technology: Software:</b> Create content online: Chatterpix Padlet Green Screen Pic Collage</p>	
	Cycle B	<p><b>Computer Science:</b> Computing unplugged: to understand what an algorithm is</p> <p><b>Information Technology – Software:</b> Log in to a computer Type using the keyboard</p> <p><b>Digital Literacy and E-Safety: (Covered in all terms)</b> Use technology safely and respectfully, keeping personal information private Identify where to go for help and support when they have concerns about content and contact on the internet or other online technologies</p>	<p><b>Computer Science:</b> Practical coding using beebots: to read pictorial code, to create a simple program, to identify and correct errors Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Information Technology – Uses:</b> Year 2: To identify technology outside of school</p>	<p><b>Computer Science:</b> Scratch Jr and Coding apps: To understand that different code achieves different outcomes Use logical reasoning to predict the behaviour of simple programs</p> <p><b>Information Technology: Software:</b> Create content online: Chatterpix Padlet Green Screen Pic Collage</p>	
Apps		Seesaw, Word, Pages Google Docs Pic Collage, Keynote Book Creator, Popplet, Pic Collage, Plickers Google Sheets, Google Forms, Excel, Numbers, Beebot, Scratch Jnr, Kodable, Tynker,			
Computing Strand		<b>Information Technology</b>			
		NC Objectives	Skills/Knowledge	Key Vocabulary	
Word Processing/Typing		Co2/1.4 - use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p>I know how to use the space bar only once between words and use touch to navigate to words letter to edit</p> <p>I know how to copy and paste images and text</p> <p>I know how to use caps locks for capital letters.</p> <p>I know how to add images alongside text in a word-processed document.</p> <p>I know how to dictate longer passages into a digital device with accurate punctuation.</p>	Cut, copy, paste. Caps Lock, Insert, Image, Save, clipboard, editing, header, highlight	
Data Handling			<p>I know how to sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software.</p> <p>I know how to orally record myself explaining what the data</p>		Venn diagrams, carroll diagrams, bar charts, database, table
Presentations, web design and eBooks			<p>I know how to add voice labels to an image.</p> <p>I know how to add a voice recording to a storyboard.</p> <p>I know how to add speech bubbles to an image to show what a character thinks.</p> <p>I know how to import images to a project from the web and camera roll</p>		

			I know how to use some build in animations in presentation software	
	<b>Animation</b>		I know how to create multiple animations of an image and edit these together. I know how to create a simple stop motion animation. I know how to explain how an animation/flip book works	Stop motion, ghosting, timing, cartoon
	<b>Video Creation</b>		I know how to write and record a script using a teleprompter tool. I know how to use tools to add effects to a video I know how to begin to use green screen techniques with support	Teleprompter, pace, rate, effects, titles, Greenscreen, layer, masking, drag

<b>Computer Science</b>				
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		NC Objectives	Skills/Knowledge	Key Vocabulary
	<b>Computational Thinking</b>	Co2/1.1 - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Co2/1.2 create and debug simple programs	I know how to write algorithms for everyday tasks  I know how to use logical reasoning to predict the outcome of algorithms  I understand decomposition is breaking objects/processes down  I know how to debug algorithms	Decomposition, debug, reason, detail, breakdown, task
	<b>Coding and Programming</b>	Co2/1.3 use logical reasoning to predict the behaviour of simple programs	I understand programs follow precise instructions  I know how to create programs using different digital devices E.g., Bee Bot or ScratchJr on a tablet  I know how to debug programs of increasing complexity  I know how to use logical reasoning to predict the outcome of simple programs	Precise, logical reasoning, prediction, debug, sequence

<b>Digital Literacy</b>				
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		NC Objectives	Skills/Knowledge	Key Vocabulary
	<b>Self-Image and Identity</b>	Co2/1.5 recognise common uses of information technology beyond school  Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	I can explain how other people may look and act differently online and offline.  I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened  I can give examples of how they might get help	Online gaming, sharing, pressure, accept, consent, bullying, home, forward, links, tabs, sections, Siri, untrue, wellbeing, private, AI, comments
	<b>Online Relationships</b>	Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	I can identify who can help me if something happens online without my consent.  I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online.  I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online	
	<b>Online Reputation</b>		I can explain how information put online about someone can last for a long time.  I can describe how anyone's online information could be seen by others.  I know who to talk to if something has been put online without consent or if it is incorrect.	

	<b>Online Bullying</b>		<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can explain why anyone who experiences bullying is not to blame</p>	
	<b>Managing Online Information</b>		<p>I can use simple keywords in search engines.</p> <p>I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>	
	<b>Health, Wellbeing and lifestyle</b>		<p>I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.</p> <p>I can say how those rules / guides can help anyone accessing online technologies.</p>	
	<b>Privacy and Security</b>		<p>I can explain how passwords can be used to protect information, accounts and devices.</p> <p>I can explain and give examples of what is meant by 'private' and 'keeping things private'</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	
	<b>Copyright and Ownership</b>		<p>I can recognise that content on the internet may belong to other people.</p> <p>I can describe why other people's work belongs to them.</p>	