



KS2 Computing Overview



UPDATED

		Autumn	Spring	Summer
Yr 3	Topic	London	Romans	Lion King
	Pupils should be taught about	<u>Information Technology</u> Was PowerPoint 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. Unchanged	<u>Computer Science</u> Cross-curricular with DT. Apply their understanding of computing to program, monitor and control their products. Design, write and debug programs that accomplish specific goals, including controlling systems. Use sequence, selection, and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Unchanged	Was to create a wiki Now Computing Systems and Networks (Teach Computing Resources) 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.
	Online Safety	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Was Think u know - See online safety overview Now – Twinkl resources, cyberbullying, online adverts, passwords & privacy, online communication, including email See online safety overview	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous
Outcome	To create, using PowerPoint, a non-chronological report on London landmarks (Cross-curricular link English & topic)	Cross-curricular with DT. To create a conversation about the use of a catapult.		
Yr 4	Topic	Raiders and Invaders	Chocolate	Ancient Egypt

	Pupils should be taught about	<u>Computer Science</u> Scratch Design, write and debug programs that accomplish specific goals, including controlling systems. Use sequence, selection, and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Unchanged	<u>Information Technology</u> Was PowerPoint Now Computing systems & networks (Year 4 Teach Computing Resources) 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.	<u>Digital Literacy/Information Technology</u> Was imovie – to create an imovie showing a retelling of Egyptian Cinderella. Now Branching Databases (Year 3 Teach Computing Resources) 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.
	Online Safety	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Childnet resources – Unchanged See online safety overview	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous
Outcome	Outcome	To animate characters in a mythical world.	Outcome	Outcome To create a branching database
Yr 5	Topic	Rainforest	Ancient Greece	Age of Change
	Pupils should be taught about	<u>Computer Science</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and program.	<u>Digital Literacy</u> Was -website design – To design a website about Ancient Greece. Now – Computer Systems and Networks (Year 5 Teach Computing Resources) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.	<u>Digital Literacy/Information Technology</u> Was imovie – to create an imovie trailer, depicting stoneage art. Unchanged (Can use Teach computing Resources to support, Creating media video production) 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.

		Unchanged Refer to Teach computing resources – selection in quizzes to support		
	Online Safety	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. CEOP – Unchanged See online safety overview	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous
	Outcome	Cross-curricular with DT. To create a rainforest themed quiz using Scratch.		To create an imovie trailer, depicting stoneage art.
Yr 6	Topic	Crime and Punishment	Our Changing World	Moving On
	Pupils should be taught about	<u>Computer Science</u> Cross-curricular with DT Apply their understanding of computing to program, monitor and control their products. Scratch Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various? Can refer to Year 6 Teach Computing Resources – variables in games)	<u>Information Technology</u> Was - Excel - To create an excel document showing various data linked to rainfall and climate change. Now – Computer Systems and Networks (Year 6 Teach Computing Resources) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.	<u>Digital Literacy</u> Was - Blogging – To create a blog for surviving year 6 and moving onto secondary school. Now – Creating media – web page creation (Year 6 Teach Computing Resources) Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. <u>Information Technology</u> Excel 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. Now – Data and info Spreadsheets (Year 6 Teach Computing Resources)
Online Safety	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Was - Safer internet – See online safety overview Now – Twinkl resources - cyberbullying, secure websites, communicating online, media perceptions, See online safety overview	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous	Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous
Outcome	To create a maze game for a character to escape from.		To create a blog for surviving year 6 and moving onto secondary school.

Additional possible units

Year 3 cross-curricular use search engines

Year 4 – use of cameras – cross curricular

Year 6 – blogging/excel

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	Online Safety	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Think u know - See online safety overview	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous
Outcome	To create, using PowerPoint, a non-chronological report on London landmarks (Cross- curricular link English & topic)	Cross-curricular with DT. To create a conversation about the use of a catapult.	To create a 'wiki' about an aspect of African culture.	

Yr 4	Topic	Raiders and Invaders	Chocolate	Ancient Egypt
	Pupils should be taught about	<u>Computer Science</u> Scratch Design, write and debug programs that accomplish specific goals, including controlling systems. Use sequence, selection, and repetition in programs Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>Information Technology</u> PowerPoint 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.	<u>Digital Literacy/Information Technology</u> imovie 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.
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Outcome	To animate characters in a mythical world.	To write, using PowerPoint, an explanation text on electrical circuit.	To create an imovie showing a retelling of Egyptian Cinderella.	
Yr 5	Topic	Rainforest	Ancient Greece	Age of Change
	Pupils should be taught about	<u>Computer Science</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<u>Digital Literacy</u> Website design Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.	<u>Digital Literacy/Information Technology</u> Imovie 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.

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	Outcome	Cross-curricular with DT. To create a rainforest themed quiz using Scratch.	To design a website about Ancient Greece.	To create an imovie trailer, depicting stoneage art.
Yr 6	Topic	Crime and Punishment	Our Changing World	Moving On
	Pupils should be taught about	<u>Computer Science</u> Cross-curricular with DT Apply their understanding of computing to program, monitor and control their products. Scratch Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various	<u>Information Technology</u> Excel 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.	<u>Digital Literacy</u> Blogging Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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.
	Online Safety	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Safer internet – See online safety overview	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous	Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Continuous
	Outcome	To create a maze game for a character to escape from.	To create an excel document showing various data linked to rainfall and climate change.	To create a blog for surviving year 6 and moving onto secondary school.

<u>KS2 Pupils should be taught</u>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
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