Computing Long Term Coverage

At Athersley North Primary School, we believe that Computing and the use of ICT is central to the education of all pupils. We aim to give each pupil the opportunity to apply and develop their technological understanding and skills across a wide range of situations and tasks. Pupils are encouraged to develop a confident and safe approach to Computing and the use of ICT in a non-discriminating and effective way. With the knowledge that Computing and ICT will undoubtedly continue to form a major part in the pupil's life at home, in further education and places of work, we ensure the Computing and ICT experiences and abilities that the pupils are equipped with at Athersley North, are effective and transferrable life skills.

Therefore, our computing curriculum is designed to equip pupils with the skills and understanding to live in a technological world; this includes being able to use a variety of computer software and coding programmes. There is an emphasis on the importance of Online Safety for all year groups.

	Reception	KS1	KS2
Objectives		Pupils should be taught to: - understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions -create and debug simple programs - use logical reasoning to predict the behaviour of simple programs - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - 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	Pupils should be taught to: -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 -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 -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content -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 -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Autumn Term 1

	Reception	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Main Theme		Using and Applying: Key Basic Skills	Using and applying: Microsoft Word	Using and Applying: Microsoft Word	Using and Applying: PowerPoint	Using and Applying: Spreadsheets	Using and Applying: Spreadsheets
Outline of Lessons		1. Using a Mouse 2.Switch on and Shutdown 3. Applications and Windows 4. Folders and Save 5. Dragging 6. Using Our Computer Skills	1. Typing 2. Symbols and Save 3. Editing 4. Undo and Redo 5. Select and Format 6. Formatting Text	1. Screenshots and Passwords 2. Change Case 3. Align Text 4. Bullets and Numbering 5. Advanced Select and Keyboard Shortcuts 6. Using Text Boxes and Text Wrap	1. Planning a Branching story 2. Creating the slides 3. Themes, transitions and animations 4. Action Settings 5. Audio and Video 6. Completing the Story	1.Number Operations 2. Ordering and Presenting Data 3. Add, Edit and Calculate Data 4. Solving Problems 5. Party Plan Budget 6. Design You Own	1.Number Operations 2. Ordering and Presenting Data 3. Add, Edit and Calculate Data 4. Solving Problems 5. Party Plan Budget 6. Design You Own
Progression Area:	Information Technology: EYFS	Information Technology: KS1 B	Information Technology: KS1 B	Information Technology: LKS2 B	Information Technology: LKS2 B	Information Technology: UKS2 B and UKS2 C	Information Technology: UKS2 B/C/D
E-safety Theme: 1st lesson of every half term (Google Legends KS2 Think Uknow KS1)	TBC New Curriculum	Personal Information. Lesson 1: To understand what personal information is https://www.youtube.com/watch?v=-nMUbHuffO8	Personal Information. Lesson 1: To understand what personal information is https://www.youtube.com/watch?v=-nMUbHuffO8	**Be Internet Sharp:** Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. **Google Legends: Think before you share, Pages 52-55**	**Be Internet Sharp:** Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. **Google Legends: Think before you share, Pages 52-55**	**Be Internet Sharp:** Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. **Google Legends: Think before you share, Pages 62-64**	**Be Internet Sharp:** Good (and bad) news travels fast online, and children can sometimes find themselves in tricky situations with lasting consequences. But what can they do to prevent this? The answer: understand how to share smartly with those they know – and those they don't. **Google Legends: Think before you share, Pages 62-64**
Objective		• Use technology purposefully to create, organise, store, manipulate and retrieve digital content	• Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school.	• 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.	• 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.	• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and resenting data and information.	• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,
Vocabulary		Computer, application, letters, text, **bold**, **italic**, **underline**, draw, click, double-click, shape, open, save, resize, minimize, restore	Keyboard, **symbol**, **edit**, **font**, **shift**, **space**, **enter**, **bold**, **italic**, **underline**, **backspace**, **delete**, **Mouse**, **Cursor**, Click, Shutdown, Drag	Keyboard, **symbol**, **edit**, **font**, **shift**, **space**, **enter**, **bold**, **italic**, **underline**, **backspace**, **delete**, **Mouse**, **Cursor**, Click, Shutdown, Drag, **word processing / DTP software**, **tabs**, **text formatting**, **line spacing presentations**	**Undo**, **redo**, bold, italic, **underline**, **case**, **align**, text, cut, copy, paste, insert, screenshot, **<ctrl>**, **shortcuts**, **bullets**, numbering, **textbox**, **format**, insert	Text, number, **cells**, **rows**, **formulae**, **spreadsheet**, **function**, data, graph	**formulae**, **spreadsheet**, **models**, **"what if"**, **variable**, Text, number, **cells**, **rows**, average, min, max, formulae, spreadsheet, **function**, data, graph
Cultural Capital	Keyboards using in continuous provision	Device day (no pencils/pens)	Device day (no pencils/pens)	Device day (no pencils/pens)	Device day (no pencils/pens)	Device day (no pencils/pens)	Device day (no pencils/pens)

Autumn Term 2

	Reception	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Main Theme		2 Paint	Computer Art	Animation: Stop Motion App: IPAD	Animation: Stop Motion App: IPAD	Film-making	Modelling Purple Mash
Outline of Lessons		1. Skills Check 2. Typing 3. Editing 4. Paint with Shapes 5. Paint with Brushes 6. Text and Images	1. Pixel Pointillism 2. Mastering Mondrian 3. Producing Picasso 4. Colour Coding 5. PC Pop Art 6. Creating a Masterpiece!	1. History of Animation 2. Stick Figure Animation 3. Recording Movement of Characters 4. Structured Timing 5. Stop-Motion Animation 6. Evaluating Animation Techniques	1. History of Animation 2. Stick Figure Animation 3. Recording Movement of Characters 4. Structured Timing 5. Stop-Motion Animation 6. Evaluating Animation Techniques	1.Writing a Script 2. Research and Sources 3. Filming 4. Interviewing 5. Editing 6. Publishing	1) Introduction to 2DIY 3D 2)Creating Games using the play environment and characters 3) Play mode 4) Saving and sharing games 5) Evaluating game design
Progression Area:	Information Technology: EYFS	Information Technology: KS1 A	Information Technology: KS1 A	Information Technology: LKS2 A	Information Technology: LKS2 A	Information Technology: UKS2 A	Information Technology: UKS2 A
E-safety Theme: 1st lesson of every half term (Google Legends)	TBC New Curriculum	Trusted Adults Lesson 2: To identify trusted adults who can help https://www.youtube.com/watch?v=-nMUbHuffO8	Trusted Adults Lesson 2: To identify trusted adults who can help https://www.youtube.com/watch?v=-nMUbHuffO9	**Be Internet Alert:** People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. **Google Legends: Check it's for real, Pages 52-54**	**Be Internet Alert:** People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. **Google Legends: Check it's for real, Pages 52-55**	**Be Internet Alert:** People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. **Google Legends: Check it's for real, Pages 65-68**	**Be Internet Alert:** People and situations online aren't always what they seem. Internet Legends know how to tell the difference between what's real and what's not. **Google Legends: Check it's for real, Pages 65-69**
Objective		*use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school	*use technology purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school	• Analyse, evaluate and present data and information • Use a variety of software to design and create content that accomplish given goals • Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals	• Analyse, evaluate and present data and information • Use a variety of software to design and create content that accomplish given goals • Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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	• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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
Vocabulary		Paint, colour, brush, shape, save, fill, undo, redo, **format**, **re-size**	cut, copy, paste, **insert**, **adjust**, screenshot, <ctrl>, shortcuts, bullets, numbering, textbox, format, insert, **format**, **re-size**	Animation, **frames**, **control**, image, onion-skinning, time slider, stop-motion, **adjust**, **insert**, **format**, **re-size**	Animation, **frames**, **control**, image, onion-skinning, time slider, stop-motion, **adjust**, **insert**, **format**, **re-size**	Script, film-making, **shot**, files, sources, response, preview, credit, **frames**, **control**, **adjust**, **insert**, **format**, **re-size**, **scale**	**2D**, **3D** , **import**, **shape**, **push**, **pull**, **CAD (Computer Aided design)** , modelling , net, **points**, **template**, **polygon viewpoint**, **frames**, **control**, **adjust**, **insert**, **format**, **re-size**, **scale**, **shot**
Cultural Capital	2Paint on the class Direct Display for Continuous Provision	Wallace and Gromit - behind the scenes for stop animation	Wallace and Gromit - behind the scenes for stop animation	Wallace and Gromit - behind the scenes for stop animation	Wallace and Gromit - behind the scenes for stop animation	Learn about photography (as someone's profession).	Learn about graphic design

Spring Term 1

	Reception	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Theme		**Online safety**	**Online safety**	**Online safety**	**Online safety**	**Online Safety**	**Online Safety**
Outline of Lessons		1. Safe- • Discuss pictures that may be taken while wearing uniforms and telling passwords etc. 2. Meeting: • Discuss meetings people that you have met on the internet. 3.Accepting: Accepting images, pictures, texts, calls and pop ups from you don't know or trust as they may contain a virus. 4.Reliable: Is the information you are reading reliable? 5- Tell: Telling people if you see something you are unsure about on the internet. Who should you tell? 6. Safety Week Presentation	1. Safe- • Discuss pictures that may be taken while wearing uniforms and telling passwords etc. 2. Meeting: • Discuss meetings people that you have met on the internet. 3.Accepting: Accepting images, pictures, texts, calls and pop ups from you don't know or trust as they may contain a virus. 4.Reliable: Is the information you are reading reliable? 5- Tell: Telling people if you see something you are unsure about on the internet. Who should you tell? 6. Safety Week Presentation	1. Safe: Discuss how to stay safe on the internet. 2. Meeting: Stranger danger and not meeting people in person. 3. SMART: Are you SMART on the internet/games? Children to assess their own actions and teacher to plan for any issues. 4. Reliable: Discuss how to know whether information is reliable. 5. Tell: Teach children what to do if they are unsure of anything or worried about anything online. 6. Safety Week Presentation	1. Safe: Discuss how to stay safe on the internet. 2. Meeting: Stranger danger and not meeting people in person. 3. SMART: Are you SMART on the internet/games? Children to assess their own actions and teacher to plan for any issues. 4. Reliable: Discuss how to know whether information is reliable. 5. Tell: Teach children what to do if they are unsure of anything or worried about anything online. 6. Safety Week Presentation	1.Safe: Discuss what the children share on the internet – link to snapchat and live streaming. 2. Meeting: Talk about internet etiquette when they meet people online. 3. Accepting: Playing online games. 4. Reliable: Keeping things private 5. Tell: What children should do when they are worried? 6. Safety Week Presentation	1.Safe: Discuss what the children share on the internet – link to snapchat and live streaming. 2. Meeting: Talk about internet etiquette when they meet people online. 3. Accepting: Playing online games. 4. Reliable: Keeping things private 5. Tell: What children should do when they are worried? 6. Safety Week Presentation
Progression Area:	**Digital Literacy: EYFS**	**Digital Literacy: KS1 A**	**Digital Literacy: KS1 A**	**Digital Literacy: LKS2 A**	**Digital Literacy: LKS2 A**	**Digital Literacy: UKS2 A**	**Digital Literacy: UKS2 A**
Objective	TBC New Curriculum	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	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	• Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact • 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.	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Vocabulary		e-safety, **safe**, **devices**, online, password, communication	e-safety, **safe**, **devices**, online, password, communication	**Cyber-bullying**, e-safety, audience, **safe**, **devices**, online, **social media**, password, communication, privacy settings	**cyber-bullying**, comment, search engine, **plagiarism**, **digital citizenship**, real-life communication, citations, **safe**, **devices**, **social media**,	**Cyber-bullying**, e-safety, audience, **safe**, **devices**, online, **social media**, password, communication, privacy settings, **SMART**, **privacy policy**, **plagiarism**, **digital citizenship**	**Cyber-bullying**, e-safety, audience, **safe**, **devices**, online, **social media**, password, communication, privacy settings, **SMART**, **stereotype**, **privacy policy**, **plagiarism**, **digital citizenship**
Cultural Capital	Have a keyboard out in continuous provision	Safety week presentation - Children will present what they have learnt over the half term to parents/carers. E-safety day	Safety week presentation - Children will present what they have learnt over the half term to parents/carers. E-safety day	Safety week presentation - Children will present what they have learnt over the half term to parents/carers. E-safety day	Safety week presentation - Children will present what they have learnt over the half term to parents/carers. E-safety day	Safety week presentation - Children will present what they have learnt over the half term to parents/carers. E-safety day	Safety week presentation - Children will present what they have learnt over the half term to parents/carers. E-safety day

Spring Term 2

	Reception	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Theme		**Code.org**	**Code.org**	**Code.org**	**Code.org**	**Code.org**	**Code.org**

Computing - Curriculum Progression (Work in Progress)

Outline of Lessons		Course A Lesson 2: learn to drag and drop, Lesson 3: Happy Maps, Lesson 4: Sequencing with Scrat, Lesson 5: Programming with Scrat, lesson 6: Programming with Rey and BB-8, Lesson 7: Happy Loops, Lesson 8: Loops with Scrat, Lesson 9: Loops with Laurel, Lesson Lesson 10: Ocean Scene with Loops	Course B: Lesson 2: Move it, Move it, Lesson 3: Sequencing with Angry Birds, Lesson 4: Programming with Angry Birds, Lesson 5: Programming with Harvester, Lesson 6: Getting Loopy, Lesson 7: Loops with Harvester, Lesson 8: Loops with Laurel, Lesson 9: Drawing Gardens with Loops	Course C: Lesson 3: My Robotic Friends Jr, Lesson 4: Programming with Angry Birds, Lesson 5: debugging in maze, Lesson 6: collecting treasure with Laurel, Lesson 7: creating art with code, Lesson 10: loops with Rey and BB8, Lesson 11: harvesting crops with loops	Course D: Lesson 2: introduction to online puzzles, Lesson 3: relay programming, Lesson 4: debugging with Laurel, Lesson 5, events in bounce, lesson 6 build a star wars game, Lesson 7: loops in age, lesson 8: drawing shapes with loops, lesson 9: nested loops in maze, lesson 11: if/else with bee, lesson 12:while loops in farmer	Course E: Lesson 1:sequencing in maze, lesson 2: drawing with loops, lesson 3: conditionals in Minecraft, Lesson 4: conditionals with the farmer, lesson 6:swimming fish with sprite lab, Lesson 7: alien dance party with sprite lab, lesson 9 about me with sprite lab	Course F: Lesson 1 functions in Minecraft, lesson 2:swimming fish with sprite lab, lesson 3:alien dance party with sprite lab, lesson 4:drawing with loops, lesson 5:nested loops in maze, lesson 7:variables with artist, lesson 8:changing variables with bee, lesson9:changing variables with artist
Area	Computer Science EYFS	Computer Science KS1 A/B	Computer Science KS1 A/B	Computer Science: LKS2 A/B	Computer Science: LKS2 A/B	Computer Science: UKS2 A/B	Computer Science: UKS2 A/B
E-safety Theme: 1st lesson of every half term (Google Legends)	TBC - New curriculum	Lesson 3. Sharing personal information. LO: To understand what personal information should not be shared https://www.youtube.com/watch?v=-nMUbHuffO8	Lesson 3. Sharing personal information. LO: To understand what personal information should not be shared https://www.youtube.com/watch?v=-nMUbHuffO9	**Be Internet Secure:** Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. **Google Legends: Protect your stuff Pages 56-61**	**Be Internet Secure:** Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. **Google Legends: Protect your stuff Pages 56-61**	**Be Internet Secure:** Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. **Google Legends: Protect your Stuff Pages 68 -71**	**Be Internet Secure:** Personal privacy and security are as important online as they are in the real world. Keeping valuable information safe helps children avoid damaging their devices, reputations and relationships. **Google Legends: Protect your Stuff Pages 68 -71**
Objective		* understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	* understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	• 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.	• 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.	• 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.	• 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.
Vocabulary		A quarter turn, squares, rectangle, instructions, algorithm, debug, error, right, left,	A quarter turn, squares, rectangle, instructions, algorithm, debug, error, right, left,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions, duplicate, function.	pen up, pen down, Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software.	polygons, command, pen up, pen down, Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software, blocks, variables.
Cultural Capital	Virtual reality day (Using VR)	Virtual reality day (Using VR) Device day (no pencils/pens)	Virtual reality day (Using VR) Device day (no pencils/pens)	Virtual reality day (Using VR) Device day (no pencils/pens)	Virtual reality day (Using VR) Device day (no pencils/pens)	Virtual reality day (Using VR) Device day (no pencils/pens)	Virtual reality day (Using VR) Device day (no pencils/pens)
Summer Term 1							
	Reception	KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Theme		Programming toys- Bee Bots	Programming with ScratchJr	Code.org	Code.org	Code.org	Code.org
Outline of Lessons		1. Building Bricks 2. Potato Man Algorithms 3. Program a Person 4. Bee-Bot Toy Shop Part 1 5. Debugging Bee-Bots 6. Bee-Bot Toy Shop Part 2	1.Cool Characters 2. Grow and Shrink 3. Time to Move 4. Repeat 5. Sounds 6. Sequencing	Course C: Lesson 12: Looking ahead with Minecraft, Lesson 13: Sticker Art with loops, Lesson 15: Build a flappy game, Lesson 16: Chase game with events END OF COURSE PROJECT	Course D: Lesson 13: until loops in maze, Lesson 14: harvesting with conditionals, Lesson 16: artist binary, END OF COURSE PROJECT	Course E: Lesson 11 nested loops, lesson 12:fancy shapes with nested loops Lesson 13: nested loops with frozen, lesson 15: functions in Minecraft, lesson 16 functions with harvest, lesson 17 functions with artist. END OF COURSE PROJECT	Course F: Lesson 10:simulating experiments, Lesson 12:for loops with bee, lesson 13:for loops with artist, lesson 15: behaviours in sprite lab, lesson 16: virtual pet with sprite lab, END OF COURSE PROJECT
Progression Area:	Computer Science EYFS	Computer Science KS1 A	Computer Science: KS1 C	Computer Science: LKS2 B/C	Computer Science: LKS2 B/C	Computer Science: UKS2 B/C	Computer Science: UKS2 B/C
E-safety Theme: 1st lesson of every half term (Google Legends)	TBC New Curriculum	Lesson 4. Right to say no. LO: To understand I have the right to say no. https://www.youtube.com/watch?v=-nMUbHuffO8	Lesson 4. Right to say no. LO: To understand I have the right to say no.	**Be Internet Kind:** The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is 'treat others as you would like to be treated yourself'. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in.**Google Legends: Respect each other Pages 56-61**	**Be Internet Kind:** The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is 'treat others as you would like to be treated yourself'. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in.**Google Legends: Respect each other Pages 56-61**	**Be Internet Kind:** The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is 'treat others as you would like to be treated yourself'. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in.**Google Legends: Respect each other Pages 72 -74**	**Be Internet Kind:** The internet amplifies everything: good things seem more exciting, bad things seem much worse and can hurt – a lot. A great rule to live by online, as well as off, is 'treat others as you would like to be treated yourself'. Children can have a positive impact on others and stop bullying in its tracks by refusing to join in.**Google Legends: Respect each other Pages 72 -74**
Objective		* understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	* understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs	• 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.	• 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.	• 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.	• 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.
Vocabulary		Bee-bot, Instructions, program, algorithm, debug, sequence	project, character, background, repetition, predict, sequence, Instructions, program, algorithm, debug	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, instructions	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, , instructions, duplicate, function	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software,	Goal, logical, de-bug, repetition, predict, program, algorithm, sequence, feature, instructions, duplicate, function, software, blocks, variables,
Cultural Capital	Beebots out as continuous provision area.	Beebots - have out in reading area.	Beebots - have out in reading area.	Beebots - have out in reading area.	Beebots - have out in reading area.	Beebots - have out in reading area.	Beebots - have out in reading area.
Summer Term 2							
		KS1 (cycle a)	KS1 (cycle b)	LKS2 (cycle a)	LKS2 (cycle b)	UKS2 (cycle a)	UKS2 (cycle b)
Theme		Presentation skills: PowerPoint	Presentation skills: PowerPoint	Presentation skills: Drawing and Desktop Publishing	Presentation skills: Drawing and Desktop Publishing	Presentation skills: Internet Research and Webpage design	Presentation skills: Internet Research and Webpage design
Outline of Lessons		1.Folders 2. What is a presentation? 3. New Slide, Slide Layout 4. Add and Format an Image 5. Reorder Slides and Present 6. Searching and Printing	1.Folders 2. What is a presentation? 3. New Slide, Slide Layout 4. Add and Format an Image 5. Reorder Slides and Present 6. Searching and Printing	1. Objects 2. Ordering and Grouping 3. Manipulating Objects 4. Posters 5. Combining Text and Images 6. Effective Layouts	1. Objects 2. Ordering and Grouping 3. Manipulating Objects 4. Posters 5. Combining Text and Images 6. Effective Layouts	1. What Makes a Good Webpage? 2. Page Layout 3. Type the Text 4. Images 5. Hyperlinks 6. Publishing the Page	1. What Makes a Good Webpage? 2. Page Layout 3. Type the Text 4. Images 5. Hyperlinks 6. Publishing the Page
Area	Information Technology: EYFS Digital Literacy:EYFS	Information Technology: KS1 B Digital Literacy: KS1 B	Information Technology: KS1 B Digital Literacy: KS1 B	Information Technology: LKS2 B Digital Literacy: LKS2 B	Information Technology: LKS2 B Digital Literacy: LKS2 B	Information Technology: UKS2 B Digital Literacy: UKS2 B	Information Technology: UKS2 B Digital Literacy: UKS2 B
E-safety Theme: 1st lesson of every half term (Google Legends)	TBC- New curriculum	Lesson 5. Online and offline behaviour LO: To understand what behaviour others value offline and online. https://www.youtube.com/watch?v=-nMUbHuffO8	Lesson 5. Online and offline behaviour LO: To understand what behaviour others value offline and online. https://www.youtube.com/watch?v=-nMUbHuffO9	**Be Internet Brave:** When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. **Google Legends: When in Doubt, Discuss See page 19. See page 32.**	**Be Internet Brave:** When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. **Google Legends: When in Doubt, Discuss See page 19. See page 32.**	**Be Internet Brave:** When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. **Google Legends: When in Doubt, Discuss See page 19. See page 32.**	**Be Internet Brave:** When children come across something they're not sure about online, they should feel comfortable talking to a trusted adult. Adults can support this by showing they're open to talking, even about difficult or embarrassing things at home and in the classroom. **Google Legends: When in Doubt, Discuss See page 19. See page 32.**
Objective		• 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.	• 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.	• 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.	• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and resenting data and information.	• Select, use and combine a variety of software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and resenting data and information.
Vocabulary		Undo, redo, bold, italic, underline, case, align, text, cut, copy, paste, insert, screenshot, numbering, insert	Undo, redo, bold, italic, underline, case, align, text, cut, copy, paste, insert, screenshot, numbering, insert	·Image · Order and group · re-size · Arrange · Manipulate · Layout · Format· Layout	·Image · Order and group · re-size · Arrange · Manipulate · Layout · Format· Layout	layout, webpage, images, insert, format, URL, bias, copyright, resize	layout, webpage, images, insert, format, URL, bias, copyright, resize
Cultural Capital	2Simple on Direct Display for use in Continuous Provision	2Simple on Direct Display for use in Provision	2Simple on Direct Display for use in Provision	Use Laptops/Chrome Books for typing work in some lessons.	Use Laptops/Chrome Books for typing work in some lessons.	Use Laptops/Chrome Books for typing work in some lessons.	Use Laptops/Chrome Books for typing work in some lessons.