

Computing Curriculum – John Moore Primary

Year	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Teachers use a needs met approach, using technology where it fits in with their current areas of learning.					
1/2	A	<p><b>Online Safety</b> Self-image and identity Online relationships</p> <p><b>Connecting systems and networks</b> Technology around us Recognising technology in school and using it responsibly (Paintz.app)</p>	<p><b>Online Safety</b> Online reputation</p> <p><b>Creating Media</b> Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally. (Microsoft Paint or similar)</p>	<p><b>Online Safety</b> Online bullying</p> <p><b>Programming Block A</b> Robot algorithms Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)</p>	<p><b>Online Safety</b> Managing online information</p> <p><b>Data and information</b> Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (j2data pictogram)</p>	<p><b>Online Safety</b> Health, Well-being and lifestyle</p> <p><b>Creating Media</b> Digital writing Using a computer to create and format text, before comparing to writing non-digitally. (Google Docs or Microsoft Word)</p>	<p><b>Online Safety</b> Privacy and security Copyright and ownership</p> <p><b>Programming Block B</b> Programming animations Designing and programming the movement of a character on screen to tell stories. (Scratch Jnr)</p>
	B	<p><b>Online Safety</b> Self-image and identity Online relationships</p> <p><b>Connecting systems and networks</b> Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. (Google Slides/ PowerPoint)</p>	<p><b>Online Safety</b> Online reputation</p> <p><b>Creating Media</b> Digital writing Using a computer to create and format text, before comparing to writing non-digitally. (Google Docs or Microsoft Word)</p>	<p><b>Online Safety</b> Online bullying</p> <p><b>Programming Block A</b> Robot algorithms Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)</p>	<p><b>Online Safety</b> Managing online information</p> <p><b>Data and information</b> Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (j2data pictogram)</p>	<p><b>Online Safety</b> Health, Well-being and lifestyle</p> <p><b>Creating Media</b> Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Chrome Music Lab)</p>	<p><b>Online Safety</b> Privacy and security Copyright and ownership</p> <p><b>Programming Block B</b> Programming animations Designing and programming the movement of a character on screen to tell stories. (Scratch Jnr)</p>

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3/4	A	<p><b>Online Safety</b> Self-image and identity Online relationships</p> <p><b>Connecting systems and networks</b> Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks (Painting program)</p>	<p><b>Online Safety</b> Online reputation</p> <p><b>Creating Media</b> Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose. (Canva.com)</p>	<p><b>Online Safety</b> Online bullying</p> <p><b>Programming Block A</b> Sequencing Sounds Creating sequences in a block-based programming language to make music (Scratch)</p>	<p><b>Online Safety</b> Managing online information</p> <p><b>Data and information</b> Branching databases Building and using branching databases to group objects using yes/no questions. (j2data Branch and Pictogram)</p>	<p><b>Online Safety</b> Health, Well-being and lifestyle</p> <p><b>Creating Media</b> Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. (Laptops-audacity)</p>	<p><b>Online Safety</b> Privacy and security Copyright and ownership</p> <p><b>Programming Block A</b> Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes. (FMSLogo/Turtle academy)</p>
	B	<p><b>Online Safety</b> Self-image and identity Online relationships</p> <p><b>Connecting systems and networks</b> The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites)</p>	<p><b>Online Safety</b> Online reputation</p> <p><b>Creating Media</b> Photo editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)</p>	<p><b>Online Safety</b> Online bullying</p> <p><b>Programming Block B</b> Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions. (Scratch)</p>	<p><b>Online Safety</b> Managing online information</p> <p><b>Data and information</b> Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Data logger or similar)</p>	<p><b>Online Safety</b> Health, Well-being and lifestyle</p> <p><b>Creating Media</b> Stop frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)</p>	<p><b>Online Safety</b> Privacy and security Copyright and ownership</p> <p><b>Programming Block B</b> Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. (Scratch)</p>

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<p>Year 5</p>	<p><b>Online Safety</b> Self-image and identity Online relationships</p> <p><b>Connecting systems and networks</b> Systems and searching Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides)</p>	<p><b>Online Safety</b> Online reputation</p> <p><b>Creating Media</b> Video Production Planning, capturing, and editing video to produce a short film. (Microsoft Photos)</p>	<p><b>Online Safety</b> Online bullying</p> <p><b>Programming Block A</b> Selection in physical computing Exploring conditions and selection using a programmable microcontroller. (Crumble controller)</p>	<p><b>Online Safety</b> Managing online information</p> <p><b>Data and information</b> Flat file databases Using a database to order data and create charts to answer questions. (j2data Database)</p>	<p><b>Online Safety</b> Health, Well-being and lifestyle</p> <p><b>Creating Media</b> Introduction to vector graphics Creating images in a drawing program by using layers and groups of objects. (Google Drawings/Publisher)</p>	<p><b>Online Safety</b> Privacy and security Copyright and ownership</p> <p><b>Programming Block B</b> Selection in quizzes Exploring selection in programming to design and code an interactive quiz. (Scratch)</p>
<p>Year 6</p>	<p><b>Online Safety</b> Self-image and identity Online relationships</p> <p><b>Connecting systems and networks</b> Communication and collaboration Exploring how data is transferred by working collaboratively online. (Google Slides)</p>	<p><b>Online Safety</b> Online reputation</p> <p><b>Creating Media</b> Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. (Google sites)</p>	<p><b>Online Safety</b> Online bullying</p> <p><b>Programming Block A</b> Variables in games Exploring variables when designing and coding a game. (Scratch)</p>	<p><b>Online Safety</b> Managing online information</p> <p><b>Data and information</b> Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data. (Google sheets/Excel)</p>	<p><b>Online Safety</b> Health, Well-being and lifestyle</p> <p><b>Creating Media</b> 3D modelling Planning, developing, and evaluating 3D computer models of physical objects. (Tinkercad)</p>	<p><b>Online Safety</b> Privacy and security Copyright and ownership</p> <p><b>Programming Block B</b> Sensing movement Designing and coding a project that captures inputs from a physical device. (Microbit and Microsoft Make Code)</p>