

**Curriculum Overview**

**Years FS2-6**

**Subject: Computing**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FS2: Coverage based on Child Initiated learning opportunities, mini Mash and technology opportunities in continuous provision</b>						
<b>Knowledge and Skills (to happen continuously through the year via Adult led and child initiated opportunities)</b>	<p>With support begin to save their work</p> <p>With support begin to be able to log in and out</p> <p>Use a mouse to move the cursor</p> <p>Explore a range of technology</p> <p>Know that a keyboard is made up of letters, numbers and symbols</p> <p>Understand and follow a set of simple instructions</p> <p>To use a range of simple programmable toys (e.g. beebots)</p> <p>Copy actions to make something happen (e.g. take a photo)</p> <p>Identify when something is not working correctly</p> <p>Name and identify different types of technology (e.g. computer camera, microwave)</p> <p>Name the parts of different types of technology e.g a mouse and keyboard )</p> <p>Know that a specific program is needed for a specific job</p> <p>Recognise the ways technology is used in the</p>	<p>With support begin to save their work</p> <p>With support begin to be able to log in and out</p> <p>Use a mouse to move the cursor</p> <p>Explore a range of technology</p> <p>Know that a keyboard is made up of letters, numbers and symbols</p> <p>Understand and follow a set of simple instructions</p> <p>To use a range of simple programmable toys (e.g. beebots)</p> <p>Copy actions to make something happen (e.g. take a photo)</p> <p>Identify when something is not working correctly</p> <p>Name and identify different types of technology (e.g. computer camera, microwave)</p> <p>Name the parts of different types of technology e.g a mouse and keyboard )</p> <p>Know that a specific program is needed for a specific job</p> <p>Recognise the ways technology is used in the</p>	<p>With support begin to save their work</p> <p>With support begin to be able to log in and out</p> <p>Use a mouse to move the cursor</p> <p>Explore a range of technology</p> <p>Know that a keyboard is made up of letters, numbers and symbols</p> <p>Understand and follow a set of simple instructions</p> <p>To use a range of simple programmable toys (e.g. beebots)</p> <p>Copy actions to make something happen (e.g. take a photo)</p> <p>Identify when something is not working correctly</p> <p>Name and identify different types of technology (e.g. computer camera, microwave)</p> <p>Name the parts of different types of technology e.g a mouse and keyboard )</p> <p>Know that a specific program is needed for a specific job</p> <p>Recognise the ways technology is used in the</p>	<p>With support begin to save their work</p> <p>With support begin to be able to log in and out</p> <p>Use a mouse to move the cursor</p> <p>Explore a range of technology</p> <p>Know that a keyboard is made up of letters, numbers and symbols</p> <p>Understand and follow a set of simple instructions</p> <p>To use a range of simple programmable toys (e.g. beebots)</p> <p>Copy actions to make something happen (e.g. take a photo)</p> <p>Identify when something is not working correctly</p> <p>Name and identify different types of technology (e.g. computer camera, microwave)</p> <p>Name the parts of different types of technology e.g a mouse and keyboard )</p> <p>Know that a specific program is needed for a specific job</p> <p>Recognise the ways technology is used in the</p>	<p>With support begin to save their work</p> <p>With support begin to be able to log in and out</p> <p>Use a mouse to move the cursor</p> <p>Explore a range of technology</p> <p>Know that a keyboard is made up of letters, numbers and symbols</p> <p>Understand and follow a set of simple instructions</p> <p>To use a range of simple programmable toys (e.g. beebots)</p> <p>Copy actions to make something happen (e.g. take a photo)</p> <p>Identify when something is not working correctly</p> <p>Name and identify different types of technology (e.g. computer camera, microwave)</p> <p>Name the parts of different types of technology e.g a mouse and keyboard )</p> <p>Know that a specific program is needed for a specific job</p> <p>Recognise the ways technology is used in the</p>	<p>With support begin to save their work</p> <p>With support begin to be able to log in and out</p> <p>Use a mouse to move the cursor</p> <p>Explore a range of technology</p> <p>Know that a keyboard is made up of letters, numbers and symbols</p> <p>Understand and follow a set of simple instructions</p> <p>To use a range of simple programmable toys (e.g. beebots)</p> <p>Copy actions to make something happen (e.g. take a photo)</p> <p>Identify when something is not working correctly</p> <p>Name and identify different types of technology (e.g. computer camera, microwave)</p> <p>Name the parts of different types of technology e.g a mouse and keyboard )</p> <p>Know that a specific program is needed for a specific job</p> <p>Recognise the ways technology is used in the</p>

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<b>Key Vocabulary</b>	Log in, Username, Password, My Work, Log out, Save, Keyboard, Mouse, Screen, Direction, Monitor, Computer, Arrow, Spacebar, Enter Arrow keys, Backspace key, Cursor, Delete key, Undo, Rewind, Beebot, Program, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm, Action, Button, Character, Image	Log in, Username, Password, My Work, Log out, Save, Keyboard, Mouse, Screen, Direction, Monitor, Computer, Arrow, Spacebar, Enter Arrow keys, Backspace key, Cursor, Delete key, Undo, Rewind, Beebot, Program, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm, Action, Button, Character, Image	Log in, Username, Password, My Work, Log out, Save, Keyboard, Mouse, Screen, Direction, Monitor, Computer, Arrow, Spacebar, Enter Arrow keys, Backspace key, Cursor, Delete key, Undo, Rewind, Beebot, Program, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm, Action, Button, Character, Image	Log in, Username, Password, My Work, Log out, Save, Keyboard, Mouse, Screen, Direction, Monitor, Computer, Arrow, Spacebar, Enter Arrow keys, Backspace key, Cursor, Delete key, Undo, Rewind, Beebot, Program, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm, Action, Button, Character, Image	Log in, Username, Password, My Work, Log out, Save, Keyboard, Mouse, Screen, Direction, Monitor, Computer, Arrow, Spacebar, Enter Arrow keys, Backspace key, Cursor, Delete key, Undo, Rewind, Beebot, Program, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm, Action, Button, Character, Image	Log in, Username, Password, My Work, Log out, Save, Keyboard, Mouse, Screen, Direction, Monitor, Computer, Arrow, Spacebar, Enter Arrow keys, Backspace key, Cursor, Delete key, Undo, Rewind, Beebot, Program, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm, Action, Button, Character, Image
<b>Enquiry Title Y1</b>	<b>Who is the magic toymaker?</b>		<b>What can we find in the past?</b>		<b>What will we find in the deep blue sea?</b>	
<b>Knowledge</b>	<b>Online Safety and Exploring Purple Mash - 4 weeks</b> To become familiar with the icons and types of resources available in the Topics section.  To explore the Tools and Games section of Purple Mash  <b>Grouping and Sorting -2 weeks (2DIY) -</b>	<b>Pictograms - 3 weeks (2Count)</b> To understand that data can be represented in picture format.  To contribute to a class pictogram.  <b>Lego Builders - 3 weeks (2DIY)</b> To compare the effects of adhering strictly to instructions to	<b>Maze Explorers- 3 weeks(2Go)</b> Animated To understand the functionality of the direction keys.  To understand how to create and debug a set of instructions (algorithm).  To understand how to change and extend the algorithm list.	<b>Coding - 6 weeks (2Code)</b> To understand what coding means.  To know the save, print, open and new icon.	<b>Spreadsheets - 3 weeks (2Calculate)</b> To know what a spreadsheet program looks like.  How to open 2Calculate in Purple Mash.  How to enter data into spreadsheet cells.  <b>Technology Outside of School - 2 weeks</b>	<b>Assessment for Learning based intervention.</b>

	To understand how to group and sort items and why this is useful	<p>completing tasks without complete instructions.</p> <p>To consider how the order of instructions affects the result.</p>	<p><b>Story Books - 3 weeks plus 2 lesson linked to English (2Create A Story)</b></p> <p>To be introduced to an understand e-books and the 2Create a Story tool.</p>		To walk around the local community and find examples of where technology is used.	
Skills	<p><b>Online Safety and Exploring Purple Mash - 4 weeks</b></p> <p>To log in safely.</p> <p>To learn how to find saved work in the Online Work area and find teacher comments.</p> <p>To learn how to search Purple Mash to find resources.</p> <p>To start to add pictures and text to work.</p> <p>To learn how to open, save and print</p> <p><b>Grouping and Sorting -2 weeks (2DIY) -</b></p>	<p><b>Pictograms - 3 weeks (2Count)</b></p> <p>To use a pictogram to record the results of an experiment</p> <p><b>Lego Builders - 3 weeks (2DIY)</b></p> <p>To follow and create simple instructions on the computer</p>	<p><b>Maze Explorers- 3 weeks(2Go)</b></p> <p>To use the additional direction keys as part of an algorithm.</p> <p>To create a longer algorithm for an activity.</p> <p>To set challenges for peers.</p> <p>To access peer challenges set by the teacher as 2dos.</p> <p><b>Story Books - 3 weeks plus 2 lesson linked to English (2Create A Story)</b></p> <p>To add animation to a story.</p> <p>To add sound to a story, including voice recording</p>	<p><b>Coding - 6 weeks (2Code)</b></p> <p>To use design mode to set up a scene.</p> <p>To add characters.</p> <p>To use code blocks to make the character perform actions.</p> <p>To use collision detection.</p> <p>To save and share work.</p>	<p><b>Spreadsheets - 3 weeks (2Calculate)</b></p> <p>To use 2Calculate image tools to add clipart to cells.</p> <p>To use 2Calculate control tools: lock, move cell, speak and count.</p> <p><b>Technology Outside of School - 2 weeks</b></p> <p>To record examples of technology outside school</p>	

	To sort items using a range of criteria.  To sort items on the computer using the 'Grouping' activities in Purple Mash.		and music the children have composed.  To work on a more complex story, including adding backgrounds and copying and pasting pages.  To share e-books on a class display board.			
<b>Key Vocabulary</b>	Log in, Username, Password, Avatar, My Work, Log out, Save, Notification, Topics, Tools  Sort, Criteria	Pictogram, Data, Collate  Instruction, Algorithm, Computer, Program, Debug	Direction, Challenge, Arrow, Undo, Rewind, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm Animation, E-Book, Font, File, Sound Effect, Display Board	Action, Background, Button, Character, Code block, Code Design, Coder, Coding, Collision Detection, Command, Design Mode, Input, Object, Program, Properties, Scale, Stop command, Sound, When clicked, When key	Arrow keys, Backspace key, Cursor, Columns, Cells, Clipart, Count Tool, Delete key, Image Toolbox, Lock tool, move cell tool, Rows, Speak tool, Spreadsheet  Technology	
<b>Enquiry Title Y2</b>	<b>Is anybody out there?</b>		<b>What makes our world Great?</b>		<b>How can we entertain you?</b>	
<b>Knowledge</b>	<b>Coding - 6 weeks (2Code)</b> To understand what an algorithm is.  To compare different object types.  To know what debugging is and debug programs.	<b>Online Safety - 2 weeks</b> To know how to refine searches using the Search tool.  To have some knowledge and understanding about sharing more globally on the Internet.	<b>Questioning - 6 weeks (2 Question and 2 Investigate)</b> To learn about data handling tools that can give more information than pictograms.	<b>Effective Searching - 3 Weeks (Browser)</b> To understand the terminology associated with searching.  To gain a better understanding of searching on the Internet.	<b>Creating Pictures (cont) - 2 weeks (2Paint a Picture)</b> (see previous column)  <b>Presenting Ideas - 4 weeks</b> To explore how a story can be presented in different ways.	<b>Making Music - 3 weeks (2Sequence)</b> To make music digitally using 2Sequence.  To think about how music can be used to express feelings and create tunes which depict feelings.

		<p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we should talk to others in an online situation.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p><b>Spreadsheets - 4 weeks (2Calculate)</b></p> <p>To know how to use a variety of tools in spreadsheets to perform calculations and understand what each tool is used for.</p>		<p><b>Creating Pictures - 3 weeks (2Paint a Picture)</b></p> <p>To learn the functions of the 2Paint a Picture tool.</p> <p>To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir).</p> <p>To learn about the work of Piet Mondrian and recreate the style using the lines template.</p> <p>To learn about the work of William Morris and recreate the style using the patterns template.</p>		<p><b>Assessment for Learning based intervention.</b></p>
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<p>Skills</p>	<p><b>Coding – 6 weeks (2Code)</b>          To design algorithms and then code them.</p> <p>To use the repeat command.</p> <p>To use the timer command.</p>	<p><b>Online Safety – 2 weeks</b>          To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To open and send simple online communications in the form of email.</p> <p><b>Spreadsheets – 4 weeks (2Calculate)</b>          To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.</p> <p>To learn how to copy and paste in 2Calculate.</p> <p>To use the totalling tools.</p> <p>To use a spreadsheet for money calculations.</p> <p>To use the 2Calculate equals tool to check calculations.</p>	<p><b>Questioning – 6 weeks (2 Question and 2 Investigate)</b>          To use yes/no questions to separate information.</p> <p>To construct a binary tree to identify items.</p> <p>To use 2Question (a binary tree database) to answer questions.</p> <p>To use a database to answer more complex search questions.          To use the Search tool to find information.</p>	<p><b>Effective Searching – 3 Weeks (Browser)</b>          To create a leaflet to help someone search for information on the Internet.</p> <p><b>Creating Pictures – 3 weeks (2Paint a Picture)</b>          To recreate the Impressionist style of art (Monet, Degas, Renoir).</p> <p>To recreate Pointillist art and look at the work of pointillist artists such as Seurat.</p> <p>To learn about the work of Piet Mondrian and recreate the style using the lines template.</p> <p>To learn about the work of William Morris and recreate the style using the patterns template.</p>	<p><b>Creating Pictures (cont) – 2 weeks (2Paint a Picture)</b>  <i>(see previous column)</i></p> <p><b>Presenting Ideas – 4 weeks</b>          To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class.</p>	<p><b>Making Music – 3 weeks (2Sequence)</b>          To explore, edit and combine sounds using 2Sequence.</p> <p>To edit and refine composed music</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record and upload environmental sounds into Purple Mash.</p> <p><b>Assessment for Learning based intervention.</b></p>
<p>Key Vocabulary</p>	<p>Action, Algorithm, Bug, Character, Code block, Code design, Command, Debug/Debugging, Design</p>	<p>Search, Display board, Internet, Sharing, E-mail, Attachment, Digital footprint</p>	<p>Pictogram, Question, Data, Collate, Binary tree, Avatar, Database</p>	<p>Internet, Search, Search Engine</p>	<p>Impressionism, Palette, Pointillism, Share, Surrealism, Template</p>	<p>BPM, Composition, Digitally, Instrument, Music, Sound effects</p>

	mode, Input, Object, Properties, Repeat, Scale, Timer, When clicked, When key	Backspace key, Copy and paste, Columns, Cells, Count Tool, Delete key, Equals tool, Image toolbox, Lock tool, Move cell tool, Rows, Speak tool, Spreadsheet		Impressionism, Palette, Pointillism, Share, Surrealism, Template	Concept map (mind map), Node, Animated, Quiz, Non-Fiction, Presentation, Narrative, Audience	(sfx), Soundtrack, Tempo, Volume
<b>Enquiry Title Y3</b>	Why did our ancestors need to scavenge and which factors made them into settlers?		What makes the Earth so active and what impact does it have on humans?		Why was the age of Ancient Greece described as Golden?	
<b>Knowledge</b>	<p><b>Coding – 6 weeks (2Code)</b> To design algorithms using flowcharts.</p> <p>To design an algorithm that represents a physical system and code this representation.</p> <p>To understand variables in 2Code.</p> <p>To deepen understanding of the different between</p>	<p><b>Online Safety – 3 weeks</b> To know what makes a safe password.</p> <p>Methods for keeping passwords safe.</p> <p>To understand how the Internet can be used in effective communication.</p> <p>To understand how a blog can be used to communicate with a wider audience.</p> <p>To consider the truth of the content of websites.</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p>	<p><b>Touch Typing – 4 weeks (2Type)</b> To introduce typing terminology.</p> <p>To understand the correct way to sit at the keyboard.</p> <p>To learn how to use the home, top and bottom row keys.</p> <p><b>Emails – 2 weeks (2Email, 2 Connect and 2 DIY)</b> To think about different methods of communication.</p> <p>To learn how to use email safely.</p> <p>To explore a simulated email scenario.</p>	<p><b>Emails (cont) – 4 weeks (2Email, 2 Connect and 2 DIY)</b> (see previous column)</p> <p><b>Branching Databases – 2 weeks (2Question)</b></p> <p>To understand a branching database and how to sort objects using just 'yes' or 'no' questions.</p>	<p><b>Branching Databases (cont) – 2 weeks (2Question)</b> (see previous column)</p> <p><b>Simulations – 3 weeks (2Simulate and 2Publish)</b> To consider what simulations are.</p> <p>To explore a simulation.</p>	<p><b>Graph – 3 weeks (2Graph)</b> To know how to enter data into a graph and answer questions.</p> <p><b>Assessment for Learning based intervention.</b></p>

		<b>Spreadsheets - 3 weeks (2Calculate)</b> To understand the symbols more than, less than and equal to, to compare values.				
Skills	<b>Coding - 6 weeks (2Code)</b> To use selection in coding with the 'if' command.  To use variables in 2Code.	<b>Online Safety - 3 weeks</b> To create a safe password and keep it protected  To being using a blog to communicate  <b>Spreadsheets - 3 weeks (2Calculate)</b> To use the symbols more than, less than and equal to, to compare values.  To use 2Calculate to collect data and produce a variety of graphs.  To use the advanced mode of 2Calculate to learn about cell references.	<b>Touch Typing - 4 weeks (2Type)</b> To practice typing with the left and right hand.  <b>Emails - 2 weeks (2Email, 2 Connect and 2 DIY)</b> To open and respond to an email using an address book.  To add an attachment to an email.	<b>Emails (cont) - 4 weeks (2Email, 2 Connect and 2 DIY)</b> <i>(see previous column)</i>  <b>Branching Databases - 2 weeks (2Question)</b> To complete a branching database using 2Question.  To create a branching database of the children's choice.	<b>Branching Databases (cont) - 2 weeks (2Question)</b> <i>(see previous column)</i>  <b>Simulations - 3 weeks (2Simulate and 2Publish)</b> To analyse and evaluate a simulation.	<b>Graph - 3 weeks (2Graph)</b> To solve an investigation and present the results in graphic form.  <b>Assessment for Learning based intervention.</b>
Key Vocabulary	Action, Algorithm, Bug, Code block, Code design, Command, Control, Debug/debugging, Design mode, Event, If, Input, Output, Object, Properties, Repeat, Computer	Password, Internet, Blog, Concept map, Username, Website, Webpage, Spooof website, PEGI rating  <>=, Advance mode, Copy and Paste, Columns, Cells, Delete	Posture, Top row keys, Home row keys, Bottom row keys, Space bar  Communication, Email, Compose, Send, Report to the teacher, Attachment,	Communication, Email, Compose, Send, Report to the teacher, Attachment, Address book, Save to draft, Password, CC, Formatting	Branching database, Data, Database, Question  Simulation	Graph, Field, Data, Bar chart, Block graph, Line graph



	simulation, Selection, Timer, Variable	key, Equals tool, Move cell tool, Rows, Spin tool, Spreadsheet	Address book, Save to draft, Password, CC, Formatting	Branching database, Data, Database, Question		
Enquiry Title Y4	How did the Romans make their mark in world history?		What were the wonders of the Ancient Egyptian temples, tombs and treasures?		Why does the world need rainforests?	
Knowledge	<p><b>Coding - 6 weeks (2Code)</b> To understand and use variables in 2Code.</p> <p>To learn about and use computational thinking terms decomposition and abstraction.</p>	<p><b>Online Safety - 4 weeks</b> To understand how children can protect themselves from online identity theft.</p> <p>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</p> <p>To Identify the risks and benefits of installing software including apps.</p> <p>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</p> <p><b>Spreadsheets - 2 weeks (2Calculate)</b> Using a spreadsheet to model a real-life situation.</p>	<p><b>Spreadsheets (cont) - 4 weeks (2Calculate)</b> <i>(see previous column)</i></p> <p><b>Writing for Different Audiences - 2 weeks (2Email, 2Connect, 2DIY)</b> To explore how font size and style can affect the impact of a text.</p>	<p><b>Writing for Different Audiences (cont) - 3 weeks (2Email, 2Connect, 2DIY)</b> <i>(see previous column)</i></p> <p><b>Logo - 3 weeks (reduced by 1) (2Logo)</b> To learn the structure of the coding language of Logo.</p>	<p><b>Animation - 3weeks (2Animate)</b> To discuss what makes a good animated film or cartoon.</p> <p>To learn how animations are created by hand.</p> <p>To find out how 2Animate can be created in a similar way using the computer.</p> <p>To learn about onion skinning in animation.</p> <p><b>Effective Search - 3 weeks (Browser)</b> To assess whether an information source is true and reliable.</p>	<p><b>Hardware Investigators - 2 weeks.</b> To understand the different parts that make up a computer.</p> <p><b>Assessment for Learning based intervention.</b></p>

<p>Skills</p>	<p><b>Coding - 6 weeks (2Code)</b> To use selection in coding with the 'if/else' command.</p> <p>To use flowcharts for design of algorithms including selection.</p> <p>To use the 'repeat until' with variables to determine the repeat.</p>	<p><b>Online Safety - 4 weeks</b> To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p><b>Spreadsheets - 2 weeks (2Calculate)</b> Formatting cells as currency, percentage, decimal to different decimal places or fraction.</p> <p>Using the formula wizard to calculate averages.</p> <p>Combining tools to make spreadsheet activities such as timed times tables tests.</p>	<p><b>Spreadsheets (cont) - 4 weeks (2Calculate)</b> (see previous column)</p> <p><b>Writing for Different Audiences - 2 weeks (2Email, 2Connect, 2DIY)</b> To use a simulated scenario to produce a news report.</p> <p>To use a simulated scenario to write for a community campaign.</p>	<p><b>Writing for Different Audiences (cont) - 3 weeks (2Email, 2Connect, 2DIY)</b> (see previous column)</p> <p><b>Logo - 3 weeks (reduced by 1) (2Logo)</b> To input simple instructions in Logo. Using 2Logo to create letter shapes.</p> <p>To use the Repeat function in Logo to create shapes.</p> <p>To use and build procedures in Logo.</p>	<p><b>Animation - 3weeks (2Animate)</b> To add backgrounds and sounds to animations.</p> <p>To be introduced to 'stop motion' animation.</p> <p>To share animation on the class display board and by blogging.</p> <p><b>Effective Search - 3 weeks (Browser)</b> To locate information on the search results page.</p> <p>To use search effectively to find out information.</p>	<p><b>Hardware Investigators - 2 weeks.</b> To recall the different parts that make up a computer.</p> <p><b>Assessment for Learning based intervention.</b></p>
<p>Key Vocabulary</p>	<p>Action, Alert, Algorithm, Bug, Code design, Command, Control, Debug/debugging, Design mode, Event, Get input, If, If/Else, Input, Output, Object, Repeat, Selection, Simulation. Timer, Variable</p>	<p>Computer virus, Cookies, Copyright, Digital footprint, Email, Identity theft, Malware, Phishing, Plagiarism, Spam</p> <p>Average, Advance mode, Copy and Paste, Columns,</p>	<p>Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equal tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer</p>	<p>Font, Bold, Italic, Underline</p> <p>Logo, BK, FD, RT, LT, Repeat, SETPC, SETPS, PU, PD</p>	<p>Animation, Flipbook, Frame, Onion skinning, Background, Play, Sound, Stop motion, Video clip</p> <p>Easter egg, Internet, Internet browser, Search,</p>	<p>Motherboard, CPU, RAM, Graphics card, Network card, Monitor, Speakers, Keyboard and Mouse</p>

		Cells, Charts, Equal tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer	Font, Bold, Italic, Underline		Search engine, Spooof website, Website	
Enquiry Title Y5	Why is WW1 known as the Great War?		What made the Vikings the ultimate warriors of the sea?		Where does the river flow?	
Knowledge	<p><b>Coding - 6 weeks (2Code)</b> To represent a program design and algorithm.</p> <p>To explore string and text variable types so that the most appropriate can be used in programs.</p>	<p><b>Online Safety - 3 weeks</b> To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology and children's responsibility to one another in their online behaviour.</p> <p>To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of appropriate and inappropriate text, photographs and videos</p>	<p><b>Spreadsheets (cont) - 3 weeks (2Calculate)</b> <i>(see previous column)</i></p> <p><b>Databases - 3 weeks (reduced by 1 week).</b> <b>(2Question, 2 Investigate)</b> To learn how to search for information in a database.</p> <p>To contribute to a class database.</p>	<p><b>Game Creator - 5 weeks (2DIY 3D)</b> To know how to create, share and evaluate a game.</p>	<p><b>3D modelling - 4 weeks (2Design and Make)</b> To be introduced to 2Design and Make and the skills of computer aided design.</p> <p>To understand designing for a purpose.</p> <p>To understand printing and making.</p> <p><b>2 Concept Maps - 2 weeks (2Connect)</b> To understand the need for visual representation when generating and discussing complex ideas.</p> <p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To understand how a concept map can be used</p>	<p><b>2 Concept Maps (cont) - 2 weeks (2Connect)</b> <i>(see previous column)</i></p> <p><b>Assessment for Learning based intervention.</b></p>

		<p>and the impact of sharing these online. To learn about how to reference sources in their work.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b> Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.</p> <p>Using 2Calculate tools to test a hypothesis.</p> <p>Using a spreadsheet to model a real-life situation and answer questions.</p>			to retell stories and present information.	
Skills	<p><b>Coding - 6 weeks (2Code)</b> To create a program that simulates a physical system using decomposition. To use the Launch command in 2Code Gorilla</p> <p>To program a playable game with timers and scorepad.</p>	<p><b>Online Safety - 3 weeks</b> To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b></p>	<p><b>Spreadsheets (cont) - 3 weeks (2Calculate)</b> (see previous column)</p> <p><b>Databases - 3 weeks (reduced by 1 week).</b> (2Question, 2 Investigate) To create a database around a chosen topic.</p>	<p><b>Game Creator - 5 weeks (2DIY 3D)</b> To set the scene.</p> <p>To create the game environment.</p> <p>To create the game quest.</p> <p>To finish and share the game.</p>	<p><b>3D modelling - 4 weeks (2Design and Make)</b> To explore the effect of moving points when designing.</p> <p><b>2 Concept Maps - 2 weeks (2Connect)</b> To create a concept map.</p>	<p><b>2 Concept Maps (cont) - 2 weeks (2Connect)</b> (see previous column)</p> <p><b>Assessment for Learning based intervention.</b></p>

		To copy and paste within 2Calculate To add a formula to a cell to automatically make a calculation in that cell.		To evaluate their and peers' games.	To create a collaborative concept map and present this to an audience.	
<b>Key Vocabulary</b>	Action, Alert, Algorithm, Bug, Code design, Command, Control, Debug/debugging, Design mode, Event, Get input, If, If/Else, Input, Output, Object, Repeat, Sequence, Selection, Simulation, Timer, Variable	Online safety, Smart rules, Password, Reputable, Encryption, Identity theft, Shared image, Plagiarism, Citations, Reference, Bibliography  Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer	Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer  Avatar, Binary tree, Charts, Collaborative, Data, Database, Find, Record, Sort, Group, Arrange, Statistics, Reports, Table	Animation, Computer game, Customise, Evaluation, Image, Instructions, Interactive, Screenshot, Texture, Perspective, Playability	CAD - Computer aided design, Modelling, 3D, Viewpoint, Polygon, 2D, Net, 3D printing, Points, Template  Audience, Collaboratively, Concept, Concept Map, Connection, Idea, Node, Thought, Visual	Audience, Collaboratively, Concept, Concept Map, Connection, Idea, Node, Thought, Visual
<b>Enquiry Title Y6</b>	What was 15 <sup>th</sup> century Britain like compared to 15 <sup>th</sup> century central America?		What was life like during WW2?		What could we discover on a North American road trip?	
<b>Knowledge</b>	<b>Coding - 6 weeks (2Code)</b> To use the program design process, including flowcharts, to develop algorithms for more complex programs using and understanding of abstraction and decomposition to define the important aspects of the program.	<b>Online Safety - 3 weeks</b>  To have a clear idea of appropriate online behaviour.  To begin to understand how information online can persist.  To understand the importance of balancing game and screen time	<b>Spreadsheets (cont) - 2 weeks (2Calculate)</b> <i>(see previous column)</i>  <b>Networks - 3 weeks</b> To learn about what the Internet consists of.  To find out what a LAN and a WAN are.  To think about what the future might hold.	<b>Text Adventures - 5 weeks (2Code, 2 Connect)</b> To find out what a text adventure is to be able to create one.	<b>Blogging - 5 weeks (2Blog)</b> To identify the purpose of writing a blog and its key features.  To consider the effect upon the audience of changing the visual properties of the blog.  To understand the importance of regularly	<b>Quizzing - 6 weeks (2Quiz, 2 DIY, Text toolkit, 2Investigate)</b> To learn how to use the question types within 2Quiz. To explore the grammar quizzes.

		<p>with other parts of their lives.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b> To use a spreadsheet to investigate the probability of the results of throwing many dice.</p> <p>Using the formula wizard to add a formula to a cell to automatically make a calculation in that cell.</p> <p>Using a spreadsheet to create computational models and answer questions.</p>			<p>updating the content of a blog.</p> <p>To understand how to contribute to an existing blog.</p> <p>To understand how and why blog posts are approved by the teacher.</p>	
Skills	<p><b>Coding - 6 weeks (2Code)</b> To code, test and debug from these designs.</p> <p>To use functions and tabs in 2Code to improve the quality of the code.</p> <p>To code user interactivity using input functions.</p>	<p><b>Online Safety - 3 weeks</b> Identify benefits and risks of mobile devices broadcasting the location of the user/device.</p> <p>Identify secure sites by looking for privacy seals of approval.</p> <p>Identify the benefits and risks of giving personal information.</p>	<p><b>Spreadsheets (cont) - 2 weeks (2Calculate)</b> <i>(see previous column)</i></p> <p><b>Networks - 3 weeks</b> To find out how the Internet is accessed in school.</p> <p>To research and find out about the age of the Internet.</p>	<p><b>Text Adventures - 5 weeks (2Code, 2 Connect)</b> To plan a story adventure.</p> <p>To make a story-based adventure.</p> <p>To introduce map-based text adventures.</p>	<p><b>Blogging - 5 weeks (2Blog)</b> To plan the theme and content for a blog and write the content.</p>	<p><b>Quizzing - 6 weeks (2Quiz, 2 DIY, Text toolkit, 2Investigate)</b> To create a picture-based quiz for young children.</p> <p>To make a quiz that requires the player to search a database.</p>

		<p>To review the meaning of a digital footprint.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p> <p><b>Spreadsheets - 3 weeks (2Calculate)</b> To create graphs showing the data collected.</p> <p>To type in a formula for a cell to automatically make a calculation in that cell.</p>		To code a map-based text adventure.		
<b>Key Vocabulary</b>	Action, Alert, Algorithm, Bug, Code design, Command, Control, Debug/debugging, Event, Function, Get input, If, If/Else, Input, Output, Object, Repeat, Sequence, Selection, Simulation, Tabs, Timer, Variable	<p>Digital Footprint, Password, PEGI rating, Phishing, Screen time, Spoof website</p> <p>Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Count (how many) tool, Dice, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer</p>	<p>Average, Advance mode, Copy and Paste, Columns, Cells, Charts, Count (how many) tool, Dice, Equals tool, Formula, Formula wizard, Move cell tool, Random tool, Rows, Spin tool, Spreadsheet, Timer</p> <p>Internet, World Wide Web, Network, Local area network (LAN), Wide area network (WAN), Router, Network cables, Wireless</p>	Text-based adventure, Concept map, Debug, Sprite, Function	Audience, Blog, Blog page, Blog post, Collaborative, Icon	Audience, Collaboration, Concept map, Database, Quiz

