

# Computing

## Phase 1 (Years 1 and 2)

Term	Cycle A	Term	Cycle B
T1	<b>Getting Started</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>Use technology safely and respectfully, keeping personal information private</li> </ul>	T1	<b>What is a computer?</b> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
T2	<b>Word Processing</b> <ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	T2	<b>Algorithms Unplugged (mapping)</b> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs plugged</li> </ul>
T3	<b>Digital Imagery</b> <ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	T3	<b>Scratch Jr</b> <p>Use logical reasoning to predict the behaviour of simple programs</p> <ul style="list-style-type: none"> <li>Create and debug simple programs</li> </ul>
T4	<b>Programming: Beebot</b> <ul style="list-style-type: none"> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	T4	<b>Algorithms and debugging</b> <ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>
T5	<b>Stop Motion</b> <p>— TBD— waiting for Kapow upload</p>	T5	<b>Rocket to the Moon</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
T6	<b>Introduction to Data</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	T6	<b>International Space Station</b> <p>—Coming Soon</p>

Phase 2 (Years 3 and 4)

Term	Cycle A	Term	Cycle B
<p><b>T1</b></p> <p><b>Topic: What's cool about Brixton?</b></p>	<p><b>Journey Inside a Computer</b></p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>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</li> </ul>	<p><b>T1</b></p> <p><b>Topic:</b></p> <p>The Vikings</p>	<p><b>Emailing</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use technology safely, respectfully and responsibly</li> </ul>
<p><b>T2</b></p> <p><b>Topic: Who was the cruellest monarch?</b></p>	<p><b>Programming: Scratch</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> </ul>	<p><b>T2</b></p> <p><b>Topic: Local Study</b></p>	<p><b>Networks</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<p><b>T3</b></p> <p><b>Topic: Where can we find the tastiest chocolate?</b></p>	<p><b>The Internet</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>T3</b></p> <p><b>Topic: Trains, Planes and Automobiles</b></p>	<p><b>How the Internet Works</b></p> <p>—Coming Soon</p>

<b>T4</b>  <b>Topic: Why did the Egyptians rock?</b>	<b>Website Design</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<b>T4</b>  <b>Topic: Reduce, Reuse, Recycle</b>	<b>Top Trumps Databases</b>  —Coming Soon
<b>T5</b>  <b>Topic: How do we get to Timbuctoo? (mapping)</b>	<b>HTML</b> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>• Solve problems by decomposing them into smaller parts</li> </ul>	<b>T5</b>  <b>Topic: What were the Earliest Civilisations? (Greeks)</b>	<b>Website Design and Blogging</b>  —Coming Soon
<b>T6</b>  <b>Topic: Whole School – ?</b>	<b>Collaborative Learning</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• 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</li> </ul>	<b>T6</b>  <b>Topic: Whole School – The Windmill</b>	<b>TBD</b>  - Kapow has 'weather and the water cycle' unsure if this will leave year 5/6 in a pinch.

Phase 3 (Years 5 and 6)

Term	Cycle A	Term	Cycle B
T1  <b>Topic: Where do we come from? (immigration)</b>	<b>Sonic Pi</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals</li> <li>Use sequence, selection, and repetition in programs</li> </ul>	T1  <b>Topic: Who am I? (Stone Age / Iron Age)</b>	<b>Big Data 1</b> <ul style="list-style-type: none"> <li>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</li> </ul>
T2  <b>Topic: Crime and punishment</b>	<b>Intro to Python</b> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals</li> <li>Use sequence, selection, and repetition in programs</li> </ul>	T2  <b>Topic: Local Study</b>	<b>Big Data 2</b> <ul style="list-style-type: none"> <li>Co2/1.4: 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</li> </ul>
T3  <b>Topic: What happened to the Dodo? (endangered animals)</b>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>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</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	T3  <b>Topic: Time Travellers/ Aztecs</b>	<b>Mars Rover 1</b> <ul style="list-style-type: none"> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>
T4  <b>Topic: Who turned out the lights? (WW2)</b>	<b>Bletchley Park 1</b> <ul style="list-style-type: none"> <li>Solve problems by decomposing them into smaller parts</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	T4  <b>Topic: Water Works (Rivers)</b>	<b>Mars Rover 2</b> <ul style="list-style-type: none"> <li>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</li> </ul>
T5  <b>Topic: What's the lay of the</b>	<b>Bletchley Park 2</b> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected</li> </ul>	T5  <b>Topic: What did the</b>	<b>Search Engines</b> <ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how</li> </ul>

<b>land? (mapping)</b>	<p>and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> <li>• 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</li> <li>•</li> </ul>	<p>Romans ever do for us?</p>	<p>results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) to create content that accomplishes given goals, including collecting data and information</li> </ul>
<b>T6</b>  <b>Topic: Whole School Topic</b>	<b>Micro:bit</b> <ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs</li> </ul>	<b>T6</b>  <b>Topic: Whole School Topic</b>	<b>Skills Showcase</b>  —Coming Soon