

SSC Computing Curriculum – Long Term Overview

At Stratford-sub-Castle Primary School we use the *Teach Computing Scheme of Work*.

MAP A

	TERM 1 & 2	TERM 3 & 4	TERM 5 & 6
Butterfly Class (EYFS/YR1)	<p><u>Technology around us</u> Recognising technology in school and using it responsibly.</p> <p><u>Digital photography</u> Capturing and changing digital photographs for different purposes.</p>	<p><u>Grouping data</u> Exploring object labels, then using them to sort and group objects by properties.</p> <p><u>Online safety</u> (Safer Internet Day)</p>	<p><u>Digital writing</u> Using a computer to create and format text, before comparing to writing non-digitally.</p> <p><u>Programming animations</u> Designing and programming the movement of a character on screen to tell stories.</p>
Owl Class (YR1/2)	<p><u>Information technology around us</u> Identifying IT and how its responsible use improves our world in school and beyond.</p> <p><u>Robot algorithms</u> Creating and debugging programs, and using logical reasoning to make predictions.</p>	<p><u>Digital photography</u> Capturing and changing digital photographs for different purposes - manipulation</p> <p><u>Online safety</u> (Safer Internet Day)</p>	<p><u>Programming animations</u> Designing and programming the movement of a character on screen to tell stories.</p> <p><u>Desktop publishing</u> Creating documents by modifying text and images</p>
Robin Class (YR3/4)	<p><u>Connecting computers</u> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p> <p><u>Stop-frame animation</u> Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	<p><u>Data logging</u> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p><u>Online safety</u> (Safer Internet Day)</p>	<p><u>Desktop publishing</u> Creating documents by modifying text, images, and page layouts for a specified purpose.</p> <p><u>Events and actions in programs</u> Writing algorithms and programs that use a range of events to trigger sequences of actions.</p>
Woodpecker Class (YR4/5)	<p><u>Systems and searching</u> Recognising IT systems in the world and how some can enable searching on the internet.</p> <p><u>Audio production</u> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p><u>Repetition in shapes</u> Using a text-based programming language to explore count-controlled loops when drawing shapes</p> <p><u>Online safety</u> (Safer Internet Day)</p>	<p><u>Photo editing</u> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p> <p><u>Repetition in games</u></p>

			Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Fox Class (YR5/6)	<p><u>Communication and collaboration</u> Exploring how data is transferred by working collaboratively online.</p> <p><u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data.</p>	<p><u>Stop-frame animation</u> Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p><u>Online safety</u> (Safer Internet Day)</p>	<p><u>Introduction to vector graphics</u> Creating images in a drawing program by using layers and groups of objects.</p> <p><u>Variables in games</u> Exploring variables when designing and coding a game.</p>

MAP B

	TERM 1 & 2	TERM 3 & 4	TERM 5 & 6
Butterfly Class (EYFS/YR1)	<p>Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p> <p>Online Information How information is found online and its reliability</p>	<p>Online safety (Safer Internet Day)</p> <p>Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes</p>	<p>Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.</p> <p>Desktop publishing Using basic word processing skills to create text</p>
Owl Class (YR1/2)	<p>Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical</p> <p>Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. composition.</p>	<p>Online safety (Safer Internet Day)</p> <p>Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p>Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p>Online Research Using search engines to research a topic and find relevant information</p>
Robin Class (YR3/4)	<p>Variables in games Exploring variables when designing and coding a game.</p> <p>Online – information How information is found online and its reliability</p>	<p>Sequencing sounds Creating sequences in a block-based programming language to make music.</p> <p>Online safety (Safer Internet Day)</p>	<p>Branching databases Building and using branching databases to group objects using yes/no questions.</p> <p>Selection in quizzes Exploring selection in programming to design and code an interactive quiz.</p>
Woodpecker Class (YR4/5)	<p>The internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p> <p>Video production Planning, capturing, and editing video to produce a short film.</p>	<p>Selection in physical computing Exploring conditions and selection using a programmable microcontroller.</p> <p>Online safety (Safer Internet Day)</p>	<p>Webpage creation - Blogging Designing and creating webpages, considering copyright, aesthetics, and navigation.</p> <p>Flat-file databases Using a database to order data and create charts to answer questions.</p>
Fox Class (YR5/6)	<p>Data logging</p>	<p>Webpage creation</p>	<p>3D modelling Planning, developing, and evaluating 3D computer models of physical objects.</p>

	<p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p><u>Desktop publishing</u> Creating documents by modifying text, images, and page layouts for a specified purpose. Word Processing</p>	<p>Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p> <p><u>Online safety</u> (Safer Internet Day)</p>	<p><u>Sensing movement</u> Designing and coding a project that captures inputs from a physical device.</p>
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