



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Please see separate EYFS overview document which shows links to the year 1 computing curriculum.					
<b>Strand</b>	Computing systems and networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
<b>Year 1</b>	<b>Technology around us</b> Recognising technology in school and using it responsibly.	<b>Digital painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories.
<b>Year 2</b>	<b>Information technology around us</b> Identifying IT and how its responsible use improves our world in school and beyond.	<b>Digital photography</b> Capturing and changing digital photographs for different purposes.	<b>Robot algorithms</b> Creating and debugging programs, and using logical reasoning to make predictions.	<b>Pictograms</b> Collecting data in tally charts and using attributes to organise and present data on a computer.	<b>Making music</b> Using a computer as a tool to explore rhythms and melodies, before creating a musical competition	<b>Programming quizzes</b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
<b>Year 3</b>	<b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	<b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop-frame animation that tells a story	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.	<b>Branching databases</b> Building and using branching databases to group objects using yes/no questions.	<b>Desktop publishing</b> Creating documents by modifying text, images, and page layouts for a specified purpose.	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.



## COMPUTING OVERVIEW



Year 4	<p><b>The internet</b> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p><b>Audio editing</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p><b>Repetition in shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p><b>Data logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p><b>Photo editing</b> Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p><b>Repetition in games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
Year 5	<p><b>Sharing information</b> Identifying and exploring how information is shared between digital systems.</p>	<p><b>Video editing</b> Planning, capturing, and editing video to produce a short film.</p>	<p><b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.</p>	<p><b>Flat-file databases</b> Using a database to order data and create charts to answer questions.</p>	<p><b>Vector drawing</b> Creating images in a drawing program by using layers and groups of objects.</p>	<p><b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.</p>
Year 6	<p><b>Internet communication</b> Recognising how the WWW can be used to communicate and be searched to find information.</p>	<p><b>Webpage creation</b> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p>	<p><b>Variables in games</b> Exploring variables when designing and coding a game</p>	<p><b>Introduction to spreadsheets</b> Answering questions by using spreadsheets to organise and calculate data.</p>	<p><b>3D modelling</b> Planning, developing, and evaluating 3D computer models of physical objects.</p>	<p><b>Sensing</b> Designing and coding a project that captures inputs from a physical device.</p>