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| ***Finstall First School* Overview of Computing Curriculum – EYFS** | | | | | | |
| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **40-60** | | | | | | |
| **Reception** | Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies. | | | | | |
|  | **Autumn:** Use Ipads - twinkl colouring on iPads, Purple Mash on Smartboard and iPads, Topmarks maths, Story headphones, Cameras on iPads, Activities set up on Smart board, Talking tins | | **Spring:** Maths - Beebots, iPads, Story headphones, Start taking them into the ICT suite - purple Mash, Talking tins | | **Summer:** Ongoing use of resources from Autumn and Spring.  ICT suite - Purple Mash, Topmarks, Phonics play , Story headphones | |
| ***Finstall First School* Overview of Computing Curriculum – KS1** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |

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| **Year 1** | To log on to a computer/netbook.  To know the names and purposes of the different parts of the computer.  To use the mouse with control.  To use a program to make a simple animation.  To begin to develop typing speed. | Using 2Sequence to create a beat or rhythm.  Using iPads to take photos and video of imaginary games.  Using an art package to create a Christmas card. | To use a ‘2Create’ to add text, delete/ backspace, change font and size.  To use technology to combine text, sound and drawings.  To start to understand that messages can be sent electronically over a distance. To send an email using ‘2Email’ | To find information about different animals using the internet. Teach how to navigate a webpage and to know that information comes from different sources.  To write an email.  To use the backspace, shift, space bar and question mark. | To understand that they can programme a simple sequence of commands into a programmable robot to send it on a route. Create commands for an onscreen robot (2Logo) and compare.  To create a fantasy world story using a 2Publish to add text and pictures. | Use ‘2Count’ to create and interpret simple graphs and pictograms.  To use ‘2Sequence’ to create a thunderstorm composition.  Last bit doesn’t match current planning Autumn term. |

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| **Year 2** | To use Purple Mash to create brochures.  To use Word Processing software with greater accuracy (shift key, enter key, space bar and text editing tools).  To use graphics packages to create images.  To find and insert images into a document. | Using the internet for research about the Outer Hebrides.  To begin to use Power Point – adding text, images.  Learning how to save and retrieve work.  How to send an email. | Using the internet for research purposes to find out about the lives and works of various famous people.  Creating a digital picture in the style of Mondrian. | - Begin to gather information from a variety of sources such as internet, film/TV and books.  - Save and print work.  - Use the mouse to select some tools and make some changes on the screen.  - Begin to present and share ideas effectively in different ways. | Digital microscope – beans, flowers, leaves, fairies  2simple2animate – plant growth animation  Saving and retrieving work  Combining text and graphics | Create a section of the Bayeux Tapestry  Granada draw – draw and label castle  Modelling – Magic Forest – castle game, create own castle background for a game  Data Handling – branching diagrams  2code – creating simple algorythms. |
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| ***Finstall First School* Overview of Computing Curriculum – KS2** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | To produce work, using more advanced features of programs and tools eg. fonts, text boxes, clipart.  Navigation of websites.  Use of digital technology – ipads, laptops, desktop computers | Using technology – digital media.  Use video to record others and making of animated video.  To develop typing speed and accuracy. | Databases –  Searching/inputting data.  Creating files e.g. Monster files.  Generating graphs from data.  Keyboard skills. | How computers process instructions and commands.  Programming by creating, editing and refining more complex sequences of instructions (KODU) | Editing of photographs using a range of basic tools.  Composition of music using icons to represent musical phrases and the recording or storing of these.  Creation, manipulation and change | To understand that Cloud based tools can allow multiple people to contribute to shared documents and Google Sites  To work collaboratively together to create documents, including presentations.  To use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher |

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| **Year 4** | Individually create a blog, using the school learning platform, based on a topic of their choice.  Insert text, pictures, videos and comment on each other’s blogs.  Know that they can use search engine tools for different types of media. | Purple Mash  Coding  The children will know what an algorithm is.  The chn will know how to use different coding skills to make things work  They will know how to de-bug | Purple Mash  2Calculate   * Adding formula and formatting cells. * Using tools to make a game (timer, random number and spinner) * Create line graphs using data from a spreadsheet. * Budgeting - Using the currency formatting. * Exploring place value with a spreadsheet. | PowerPoint – WW2  Independent research  Why PowerPoint is used in real-life situations.  How to use the Internet safely to locate videos, images and information to add into a PowerPoint presentation.  What copyright is and why it is important.  How to present work effectively using text, images, videos, slide transitions and animations. | Animations using the Lego Movie App  That objects need to be moved in small steps in order to have the most effect and make the animation run smoothly and that several shots per frame need to be taken.  How to add in frames after they have completed filming.  How to edit frames to include text, sounds, music and stickers. | Spheros   * Programming using an APP.   I-Movie   * Escape from Finstall   2Sequence   * Create an ostinato using the 2Sequence programme in Purple Mash |
| **Throughout Key Stage 2 -** | | | | | | |