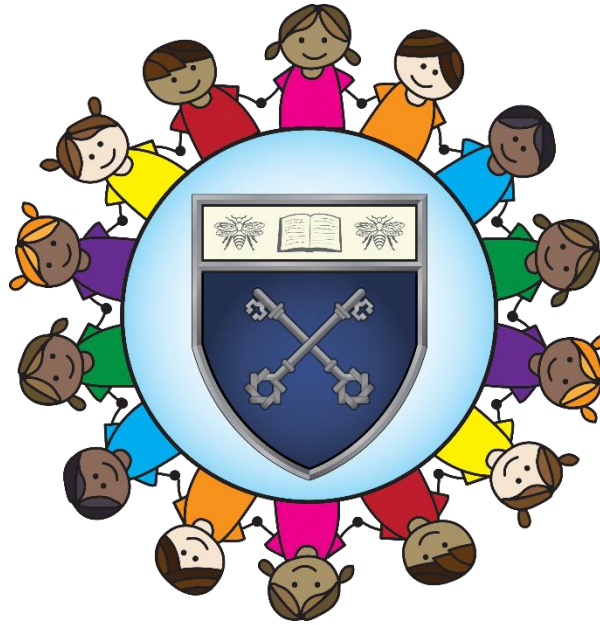


Computing Curriculum



Yearly Overview



Computing

Yearly Overview

Year Group	Autumn	Spring	Summer
Year 3	Stop Frame Animation (IT)	Sequence in Music (CS) Desktop Publishing (IT)	Events and Actions (CS)
Year 4	The Internet (CS, DL) Photo Editing (IT, DL)	Repetition in Shapes (CS)	Repetition in Games (CS)
Year 5	Systems and Searching (CS, DL) Video Editing (IT, DL)	Selection in Physical Computing (CS)	Databases (IT)
Year 6	Webpage Creation (IT, DL) 3D Modelling (IT, DL)	Variables in Games (CS) Spreadsheets (IT)	Sensing (CS)

All classes complete Online Safety SOW within each half term (DL)

CS – Computer Science

IT – Information Technology

DL – Digital Literacy



Computing – Online Safety

Yearly Overview

Year Group	Autumn		Spring		Summer	
Key Theme	Media Balance and Well-Being	Privacy and Security	Digital Footprint and Identity	Relationships and Communication	Cyberbullying, Digital Drama and Hate Speech	News and Media Literacy
Year 3	Your Rings of Responsibility	Password Power-Up	This is Me	Our Digital Citizenship Pledge	The Power of Words	Is Seeing Believing?
Year 4	My Media Choices	Private and Personal Information	Our Online Tracks	Keep Games Fun and Friendly	Be a Super Digital Citizen	A Creator's Rights and Responsibilities
Year 5	Finding my Media Balance	You Won't Believe This	Beyond Gender Stereotypes	Digital Friendships	Is it Cyberbullying?	Reading News Online
Year 6	Finding a Balance in a Digital World	Don't Feed the Phish	Who Are You Online?	Chatting Safely Online	Digital Drama Unplugged	Finding Credible Sources

<https://www.common sense.org/education/digital-citizenship/curriculum?grades=3,4,5,6>

Key stage 2

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.