

Computing Overview Cycle A

	EYFS	KS1	LKS2	UKS2
Term 1		Digital photography <ul style="list-style-type: none"> I can recognise that different devices can be used to capture photographs. I can capture, edit, and improve photos. I can recognise that images may not always be real. 	Connecting computers <ul style="list-style-type: none"> I can develop my understanding of digital devices, with an initial focus on inputs, processes, and outputs. I can compare digital and non-digital devices. I can talk about computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. I can explain the benefits of connecting devices in a network. 	Systems and Searching <ul style="list-style-type: none"> I can discuss how information is transferred between systems and devices. I can explain the input, output, and process aspects of a variety of different real-world systems. I know how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.
Term 2	Awesome Autumn Leaf labyrinth <ul style="list-style-type: none"> I can begin to use positional and directional language. Garlands Galore <ul style="list-style-type: none"> I can create a 	Robot algorithms <ul style="list-style-type: none"> I can use logical reasoning to predict outcomes. I can use given commands in different orders to investigate how the order affects the outcome. I can design an algorithm, test it and then debug it. 	Audio Production <ul style="list-style-type: none"> I can identify input and output devices for digital sound. I can explain the ownership of audio and copyright implications. I can create and edit a podcast. 	Webpage creation <ul style="list-style-type: none"> I can identify what makes a good web page. I can design and evaluate their own website using Sway/PowerPoint . I can talk about copyright and fair use of media, the aesthetics of the site, and navigation paths.

	<p>simple AB pattern.</p> <ul style="list-style-type: none"> • I can begin to spot a mistake 			
Term 3		<p>Technology around us (Y1)</p> <ul style="list-style-type: none"> • I can say how technology can help in everyday lives. • I can identify different components of a computer by developing their keyboard and mouse skills. • I can use technology responsibly and know who to ask for help if I see any content or comments online that make me feel uncomfortable 	<p>Repetition in shapes</p> <ul style="list-style-type: none"> • I can create programs by planning, modifying, and testing commands to create shapes and patterns. I can use Logo, a text-based programming language. 	<p>Variables in games</p> <ul style="list-style-type: none"> • I know what variables are and can relate them to real-world examples of values that can be set and changed. • I can use variables to create a simulation of a scoreboard. • I can experiment with variables in an existing project, then modify them. • I can design and improve my games in Scratch.
Term 4	<p>Springtime Rabbit run</p> <ul style="list-style-type: none"> • I can collaborate with others. • I can create a basic set of instructions (algorithm) 	<p>Grouping data</p> <ul style="list-style-type: none"> • I can use labels to put objects into groups. • I can sort objects into different groups, based on chosen properties. • I can use data to answer questions about different groups. 	<p>Branching Databases</p> <ul style="list-style-type: none"> • I can create a database. • I can use yes/no questions to gather data. • I can sort the data into groups. • I can create physical and on-screen databases. 	<p>Flat File databases</p> <ul style="list-style-type: none"> • I can say how a flat-file database can be used to organise data in records. • I can answer questions about data. • I can create graphs and charts from their data to help solve problems. • I can use a real-life database to answer a question and present their work to others.

Term 5		<p>Digital writing</p> <ul style="list-style-type: none"> • I can type on a keyboard. • I can use tools to change the look of my writing, • I can consider the differences between using a computer and writing on paper to create text. 	<p>Desktop publishing</p> <ul style="list-style-type: none"> • I can understand the terms 'text' and 'images' and that they can be used to communicate messages. • I can use desktop publishing software. • I can explain how and why desktop publishing is used in the real world. 	<p>Vector Drawing</p> <ul style="list-style-type: none"> • I can use different drawing tools to create images. • I can recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. • I can layer objects and begin grouping and duplicating.
Term 6	<p>Summer Fun Journeys</p> <ul style="list-style-type: none"> • I can sequence my journey to Wicksteed park. • I can use positional language. <p>Colour collections</p> <ul style="list-style-type: none"> • I can sort objects into colours. • I can label my groups. • I can explain the sorting rule. 	<p>Programming quizzes</p> <ul style="list-style-type: none"> • I can make predictions based on my learning. • I can modify designs to create their own quiz questions in ScratchJr • I can use blocks of code. • I can evaluate and make improvements to my work. 	<p>Repetition in games</p> <ul style="list-style-type: none"> • I can explain the difference between count-controlled and infinite loops, and • I can use my knowledge to modify existing animations and games using repetition. • I can design and create a game which uses repetition, applying stages of programming design throughout. 	<p>Sensing</p> <ul style="list-style-type: none"> • I can use my previous knowledge of sequencing repetition, selection and variables. • I can design, build and test my programming. • I can transfer my program to a micro:bit.

