



<b>KEP Computing Overview Cycle B</b>				
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Term 1		<p><b>Digital painting</b></p> <ul style="list-style-type: none"> <li>• I can use and understand a range of tools used for digital painting.</li> <li>• I can use these tools to create my own digital paintings inspired by a range of artists' work.</li> <li>• I can choose tools based on my preferences when painting with or without digital devices.</li> </ul>	<p><b>The internet</b></p> <ul style="list-style-type: none"> <li>• I can apply my knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.</li> <li>• I can explore the World Wide Web to find out who owns content and what I can access, add and create.</li> <li>• I can evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</li> </ul>	<p><b>Internet communication</b></p> <ul style="list-style-type: none"> <li>• I can explain how data is transferred over the internet.</li> <li>• I can explore how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication.</li> <li>• I can communicate responsibly by considering what should and should not be shared on the internet and how to report concerns about inappropriate content online.</li> </ul>
Term 2		<p><b>IT around us</b></p> <ul style="list-style-type: none"> <li>• I can develop my understanding of what information technology (IT) is and will begin to identify examples.</li> <li>• I can discuss where they have seen IT in school and beyond.</li> </ul>	<p><b>Stop frame animation</b></p> <ul style="list-style-type: none"> <li>• I can use a range of techniques to create a stop-frame animation.</li> <li>• I can apply my skills to create a story-based animation.</li> </ul>	<p><b>Video production</b></p> <ul style="list-style-type: none"> <li>• I can create short videos by working in pairs or groups.</li> <li>• I can develop the skills of capturing, editing, and manipulating video.</li> </ul>



		<ul style="list-style-type: none"> <li>I can investigate how IT improves our world, and the importance of using IT responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>I can add other types of media to my animation.</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on and assess my progress in creating a video.</li> </ul>
Term 3		<p><b>Moving a robot</b></p> <ul style="list-style-type: none"> <li>I can identify what each command for the floor robot does</li> <li>I can start predicting the outcome of programs.</li> </ul>	<p><b>Sequencing sounds</b></p> <ul style="list-style-type: none"> <li>I can explore a selection of motion, sound, and event blocks to create my own programs, featuring sequences.</li> <li>I can apply stages of program design.</li> </ul>	<p><b>Selection in physical computing</b></p> <p>Subject to loan of Crumbles.</p>
Term 4		<p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>I can begin to understand what the term data means</li> <li>I can use 'attributes' to organise data.</li> <li>I can present data visually using software.</li> <li>I can use the data presented to answer questions.</li> </ul>	<p><b>Data logging</b></p> <ul style="list-style-type: none"> <li>I can explain how and why data is collected over time.</li> <li>I can explain how computers use sensors to monitor the environment.</li> <li>I can collect, review and analyse data</li> <li>I can pose questions and then use data loggers to automatically collect the data needed to answer those questions.</li> </ul>	<p><b>Introduction to spreadsheets</b></p> <ul style="list-style-type: none"> <li>I can organise data into columns and rows to create their own data set.</li> <li>I can apply formulas that include a range of cells and apply formulas to multiple cells by duplicating them.</li> <li>I can create charts and evaluate their results in comparison to questions asked.</li> </ul>
Term 5		<p><b>Making music</b></p> <ul style="list-style-type: none"> <li>I can listen to a variety of pieces of music and</li> </ul>	<p><b>Photo editing</b></p> <ul style="list-style-type: none"> <li>I can explain how digital images can</li> </ul>	<p><b>3d modelling</b></p> <ul style="list-style-type: none"> <li>I can develop my knowledge and</li> </ul>



		<p>consider how music can make me think and feel.</p> <ul style="list-style-type: none"> <li>• I can compare creating music digitally and non-digitally.</li> <li>• I can purposefully create music using patterns.</li> </ul>	<p>be changed and edited, and how they can then be resaved and reused.</p> <ul style="list-style-type: none"> <li>• I can explain the impact that editing images can have and evaluate the effectiveness of their choices.</li> </ul>	<p>understanding of using a computer to produce 3D models.</p> <ul style="list-style-type: none"> <li>• I can work in a 3D space, moving, resizing, and duplicating objects.</li> <li>• I can examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</li> </ul>
Term 6		<p><b>Programming animations</b></p> <ul style="list-style-type: none"> <li>• I can change the sprite and background.</li> <li>• I can use programming blocks to modify and create programs.</li> </ul>	<p><b>Events and actions in programs</b></p> <ul style="list-style-type: none"> <li>• I can move a sprite in four directions (up, down, left, and right).</li> <li>• I can draw lines with sprites and change the size and colour of lines.</li> <li>• I can design and code their own maze-tracing program.</li> </ul>	<p><b>Selection in quizzes</b></p> <ul style="list-style-type: none"> <li>• I can develop my knowledge of 'selection' by revisiting how 'conditions' can be used in programming.</li> <li>• I can represent my understanding in algorithms, and then by constructing programs in the Scratch programming environment.</li> <li>• I can design a quiz in response to a given task and implement it as a program</li> </ul>



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