

Overview for Computing

The computing curriculum is to be viewed as an auxiliary to all other subjects in the curriculum. We aim to ensure that every session has clear and obvious links to other content being taught, such as Literacy (publishing written work, creating and editing a blog), Math (making and interpreting graphs and chart, calculating angles for drawing tools) or Science and Humanities (using search engines to research topics, saving and editing pictures and videos).

Yr1 By End of yr2	Yr2 By end of Year 2	Yr3 By end of year 4	Yr4 By end of year 4	Yr5 By end of year 6	Yr6 By end of year 6
<ul style="list-style-type: none"> • Understand the use of algorithms • Write and test simple programs • Use logical reasoning to make predictions • Organise, store, retrieve and manipulate data • Communicate safely and respectfully online • Recognise uses of IT outside of school 	<ul style="list-style-type: none"> • Understand the use of algorithms • Write and test simple programs • Use logical reasoning to make predictions • Organise, store, retrieve and manipulate data • Communicate safely and respectfully online • Recognise uses of IT outside of school 	<ul style="list-style-type: none"> • Design and write programs to achieve specific goals including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and represent data appropriately 	<ul style="list-style-type: none"> • Design and write programs to achieve specific goals including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and represent data appropriately 	<ul style="list-style-type: none"> • Design and write programs to solve problems • Use sequences, repetition, inputs, variables and outputs in programs • Detect & correct errors in programs • Understand uses of networks for collaboration and communications • Be discerning in evaluating digital content 	<ul style="list-style-type: none"> • Design and write programs to solve problems • Use sequences, repetition, inputs, variables and outputs in programs • Detect & correct errors in programs • Understand uses of networks for collaboration and communications <ul style="list-style-type: none"> • Be discerning in evaluating digital content

St Antony's Computing year overview 2017 - 2018

	Autumn 1	Autumn 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	We are treasure hunters - using programmable toys	We are celebrating - Creating a card Christmas harvest Hanukkah, Diwali Electronically templates from ms word	We are TV chefs - Filming the steps of a recipe	We are collectors - Finding images using the WEB	We are painters - Illustrating an E-Book J2E JIT 5 or gimp (free download)	We are story tellers - Producing a talking book
YEAR 2	We are treasure hunters- using programmable toys	We are astronauts - programing on screen – NPW support	We are game testers - Exploring how computer games work	We are photographers - Taking selecting and editing digital images	We are researchers - researching a topic	We are detectives - Communicating clues
YEAR 3	What is happening might move to spring We are programmers - programming an animation	WE are presenters – shooting and editing videos.	WE are bug fixers - finding and correcting bugs in programs ask for the NPW scheme	Explore Webmaker LGFL	We are communicators - communicating safely on the internet – Janet alternative to skype	We are opinion pollsters - collecting and analysing data J2E
YEAR 4	We are toy developers - prototyping an interactive toy narrative , DT ,art	We are programmers - programming an animation	We are software developers - developing a simple educational game NPW support	We are musicians - producing digital music – busy things. GIGajam lgfl applications	We are co-authors - producing a wiki – PB works online safety preferred will need to register and input learner’s names	We are opinion pollsters - Collecting and analysing data J2E and excel
YEAR 5	We are HTML - editors editing and writing HTML LGFL html maker	We are artists - fusing geometry and art – lgfl application	WE are game developers – Scratch NPW SUPPORT	WE are Web developers - creating a web page about cyber safety	We are Cryptographers	We are musicians - producing digital music
YEAR 6	We are software developers - developing a simple educational game	We are game developers - developing an interactive game	We are HTML editors - editing and writing HTML	We are web developers - creating a web page about cyber safety	We are bloggers - Sharing experiences and opinions	We are architects - creating a virtual space -

How do I record progress? Encourage students to make print screens at significant points in their work, then paste the screen shot into a word document. Save these to a shared class folder

Select six different pupils each term and keep a daily log of their work Screen shots and annotated photographs and the feedback given as well as a class mind map at the start of the topic and a concept test and feedback survey at the end of the topic

Work ethic and expectations of all pupils.

To:

- Set out their work neatly and correctly according to school policy using methods taught and modelled by class teachers and learning support.
- Use their best handwriting to make their presentation of work the best it can be.
- Complete given tasks within specified time frames.
- To practice and display positive learning behaviours which promote effective learning and good progress.
- Practice safe computer usage protocols when using all ICT equipment.
- Use regular **save** and **save as** steps to keep a record of files and projects being edited on a PC.