

Discreet Computing skills based curriculum overview 2019-2020

The national curriculum for computing aims to ensure that all pupils:

- ☞ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ☞ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- ☞ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- ☞ are responsible, competent, confident and creative users of information and communication technology.

Term	Aut1 (7wk)	Aut2 (7wk)	Spr1 (7wk)- (wk6 Safer Internet)	Spr2(4wk)	Summer 1 (7wk)	Summer 2 (7wk)	Throughout Academic Year
	Online Safety / IT	Computer science (networks and algorithms)	Data Handling Multimedia	Information Technology Multimedia	Computer Science Multimedia	Computer Science Multimedia	
Year3/4	<p>Creating year group folders to organise / save work into Creating//discussing AUP's & e-safety</p> <p>Mastered/embedded though 'Groovy Greeks'</p> <p>Presenting information from research in own words, (SPECIFIC TO A PARTICULAR AREA OF GREEKS) using the spellchecker (<i>plagiarism</i>)</p> <p>Clicker – Y4 - Boards & books Clicker – Y3 - Boards & docs</p>	<p>Mastered/embedded through 'A Winters journey'</p> <p>Algorithms – flowcharts Scratch – BASICS (repeat command)</p>	<p>Mastered/embedded through 'Starting with the stone age'</p> <p>Questionnaires likes/ dislikes/ gaps in the market. Simple graphs on Purple Mash or similar</p> <p>Introduce Excel to create more detailed graphs and charts</p>	<p>Mastered/embedded through 'Are we all the same'</p> <p>4. Publisher 3.purple mash – create themed resources Stone Age and Bronze Age (ie. Tri-fold/ leaflet etc.) Develop Word Processing Skills further on Clicker or Microsoft Word,</p>	<p>Mastered/embedded through 'Should I stay or should I go?'</p> <p>COMPUTER SCIENCE – DIMENSIONS COMPUTING: SCRATCH Inputs and outputs Plan a game with repetition, inputs and selection</p>	<p>Mastered/embedded through 'How old?'</p> <p>3.Text-ease turtle / 2code Write programmes / procedures to make an onscreen turtle move 4.Scratch consolidation of skills:</p>	<p>WEEKLY KEYBOARD SKILLS (Busyfingers)</p> <p>Times Tables practise (TTRockstars)</p> <p>E-safety embedded throughout Dedicated e-safety sessions: Term 1- include recapping on AUP's</p> <p>Safety week:</p>
	Online safety/IT	Computer Science / /Multimedia	Multimedia / Computer Science / IT		IT/ Multimedia/data handling		
Year5/6	<p>Creating year group folders to organise / save work discussing AUP's & e-safety</p> <p>Mastered/embedded though 'Railways, rivers and Revolutions'</p> <p>Researching the Internet for good websites (SPECIFIC TO A PARTICULAR AREA OF ###) to use for PP information in own words (<i>plagiarism</i>) in Words & copy/paste web address,, using the spellchecker, Checking validity of information on the Internet (facts checked on 3 websites), y6 to link to & reference www websites, Y5 to link to websites. Hyperlink using text, images, buttons</p>	<p>Mastered/embedded though 'Railways, rivers and Revolutions'</p> <p>Control: Creating a Number bond game in Scratch</p>	<p>Mastered/embedded through 'We'll meet again'</p> <p>multimedia – game based on decisions regarding WWII – what if...? Inc. Research, , sounds, manipulating images, animations</p> <p>**Microsoft word – using as notepad</p> <p>Create Animation about online safety</p>		<p>Mastered/embedded through 'Wonderful things!'</p> <p>Year 6 SATs revision</p> <p>Recording, analysing and presenting of data. including spreadsheets with formulas Spreadsheets, data, tables and graphs</p>		<p>WEEKLY KEYBOARD SKILLS (Busyfingers)</p> <p>Times Tables practise (TTRockstars)</p> <p>E-safety embedded throughout Dedicated e-safety sessions: Term 1- include recapping on AUP's</p> <p>Safety week:</p>