Curriculum Overview – Computing

Cycle A – Years starting in even numbers

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Know your place: Scarcliffe	Once Upon a Time: Traditional Tales	Dinosaurs	Space	Weather	Healthy bodies: Healthy minds.
Area of computing (IT, Computer Science)	Information Technology – multimedia and digital imagery.	Information Technology – Digital Imagery – Graphics Packages.	Computer Science	Digital Literacy – Digital Exploration.	Information Technology – Music and Sound	Information Technology - Data
Intent Statements covered	Scarcliffe walk, photos, labels and captions Multimedia (Y1 only) - D1, D4, D6 Digital Imagery (FS2+Y1) E4, E5, E6 – discuss images taken (shall we put them on dojo, website etc.) www.j2e.com/jit5 - Write C4 – work saved	Link to art – printing Paint E1, E2	**Beebots A1 A2 A3 A4 A5 A6** **www.j2e.com/jit5** - Turtle (Screen Turtle version)	Research planets C1 C2 C3 B1 B2	Weather sounds F1 F2	Data – Purple Mash – Pictograms – use www.j2e.com/jit5 G18 G19 G20 G21
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	Information text about the local area to display in the class library. Taking images on iPads and using them in their own books.	Children create a piece of digital artwork based on a traditional tale setting.	Tutorial video recording the children explaining what they have learnt about Beebots - shared on Seesaw. Written instructions which were shared with Class 2.	Gathering information – gathering space facts which are recorded using the microphone on Seesaw.	Digital book with sound effects based on the weather – share with each other by leaving an iPad in the reading area.	Pictograms – ideally linked to the science unit.
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Taught as a block through the topic. Digital imagery taught prior to the local area walk. After the walk, children were **taught** how to use book creator and made their information texts.	Two afternoons blocked at the end of term to create their digital images.	Weekly lesson – taught in place of Science for one term.	Part of the topic learning journey – near the start of the unit. One afternoon session to teach the knowledge needed to search safely.	Blocked day at the end of the term.	**Either:** taught in the morning before the science data lesson so the children have the knowledge to make a pictogram independently. Or taught through daily maths lessons that week.
Location of outcome: - Scrap book - Seesaw	Digital images are printed and in their topic books – with hand written captions. Class book in class library and own outcomes in topic books.	Stuck in art jotters for comparison to drawn pieces.	Video on Seesaw / images of children completing practical computing work shared on Dojo.	Seesaw – Voice Recordings or mini videos recorded to Dojo.	Two examples saved to the Computing page on the school website as examples of pupil work.	Digital pictogram in Science book to show that children can apply learning to other areas of the curriculum.
Main Software used - Scratch - Word	J2e Write – initial typing skills. Book Creator	Purple Mash – 2Paint	Beebots (Some use of J2e – turtle & the Beebot App).	Ipads – safari Swiggle safe searches	Book creator	Purple Mash – 2Count J2 Data – Pictogram available in CP.

Main planning source - Purple Mash - Teach Computing - Other	Planning taken from the curriculum intent – to cover to cover a basic introduction to typing skills. Teach Computing – Y1 – Technology all around us (lesson 4 and 5)	Consideration given to Teach Computing – Year 1 – Digital Painting.	Adatped from Code-it and Teach Computing Year 1 – Moving a Robot.	Planning taken from the computing curriculum intent – based on a geography intent statement – getting information online.	Planning taken from the computing curriculum intent. Lots of opportunity for speaking a listening.	Teach Computing – Year 2 – Pictograms
Notes	Next time, cover sound by asking the Year 1 children to read their non-fiction texts. Purpose – for Reception children who find reading difficult.		Explanation text produced in literacy explaining to Class 2 how to use a Beebot.	Pictograms used in Science related to senses. Basic introduce to creating pictograms which will be revisited in Summer. Teacher models using Purple Mash Pictograms.	Team teaching for this day. Opportunity to revisit some of the computing objectives from Autumn 1.	Creating digital pictograms needs to be taught as a discrete computing unit needs to be taught prior to the science lesson where this knowledge will be applied. Load J2Data Pictogram on computing so during CP, children add their fav. Pet to a pictogram.

Cycle A – Years starting in even numbers

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Know your place: Bolsover	Fairy tales		Christopher Columbus		Healthy Bodies: Healthy Minds
Area of computing (IT, Computer Science)	Information Technology - Multimedia	Information Technology - multimedia / Digital literacy		Computer Science		Information Technology – Multimedia and Data / Digital Literacy
Intent Statements covered	1. Graphics and digital imagery: E7, E8, E9, E10, E11, E13 (Moldiv) 2. Multimedia: D7 (shift key, caps lock, punctuation, delete, edit - inc spelling, typing, save and name files, arrow keys, enter key, highlight and underline) D8, D9	Multimedia: D7 (recap Aut 1, edit font, size, colour and style, 2 spaces after full stop, insert images – copy and paste, image wrapping, resizing and moving images EXT: borders and backgrounds. D8 – explain choices. D9 – E.g. spell check E12 – Use images in invitation. B4 (Safe searching for images)		**Purple Mash - Coding (chimp) A7-13** B5 – Sharing work in a collaborative space.		B3, B5 – Share work on Seesaw and comment on each other's work. 1. Multimedia D10, D11, D12 – Book Creator. E7, E12 – adding own images. 2. Data - G22, G23, G24 Children create a graph on children's favourite activity- PM 2graph
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	1. Photographs of the school trip to Bolsover used to make a collage with background. 2. Typed questionnaire children use during their trip.	Type an invitation to Class 1 to invite them to the Christmas Party.		Series of coding challenges completed. Screen shots of the coding with voice recordings of what the children learnt and found hard.		1. Book Creator covering recounts of sports activities throughout the term. Voice recording and own images included. 2. Graphs to support an explanation text about healthy eating or information to use in recounts (e.g. what was your favourite activity?)
Model of implementation - Blocked day - Cross Curricular - Weekly lesson	1. Lesson taught as part of the topic learning journey – half day before (how to take photos, half a day afterwards to make collages). 2. Blocked day to make the questionnaires prior to the trip.	Blocked day(s) for the computing outcome. Follows a literacy block about features of invitations. Children start the computing day with the knowledge about the necessary information that will need to be in their invitation.		Weekly lesson in place of usual slot allocated for Science.		Blocked time to teach knowledge needed to create graphs and digital books – once children have the knowledge, they will be able to apply this by creating graphs and the digital book.
Location of outcome: - Scrap book - Seesaw	1. Stuck in topic books. 2. In Class 2 file on server and stuck in topic books.	In Class 2 file on server and stuck in topic books.		Seesaw – computing file		Seesaw – to allow for discussion & topic books.

Main Software used - Scratch - Word	1. Moldiv and camera on ipad. 2. Word	Word		Purple Mash – 2Code (Chimp) Uploaded to Seesaw		1. Book Creator 2. J2 Data
Main planning source - Purple Mash - Teach Computing - Other	Planning taken straight from Intent document and knowledge of what children need to be **taught**. (Some resources adapted from Teach Computing Y1 'Digital Writing' and Y2 'Digital photography'	Planning taken straight from Intent document and knowledge of what children need to be **taught** building on the previous term's computing work. (Some resources adapted from Teach Computing Y3 – Desktop publishing).		Planning adapted from supporting resources on Purple Mash – Teacher Guides.		Planning taken straight from Intent. Data - Consideration given to Teach Computing Unit – Y2 (Pictograms)
Notes	2. Typing speed work to be completed. Also include saving and naming work, the undo, arrow keys and spell check/corrections.	Morning – model an invitation to the Prince's ball in Cinderella to **teach** the computing skills needed for the independent task.		Purple Mash teacher guide shows objectives to be covered in each of the Chimp tasks. Teacher to consider whether to move on to Gibbon for additional challenge. A7 and A8 – need to be planned for (suggestion to cover at the start of the unit).		Team teaching to take place with subject leader in Summer 2023.

Cycle A – Years starting in even numbers

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Know your place: Chesterfield	Stone Age to Iron Age	Ancient Romans	Ancient Romans: Volcanoes and Pompeii	Quiet village vs Mega Cities	Healthy Bodies: Healthy Minds
Area of computing (IT, Coding)	Information Technology and Digital Literacy	Information Technology – Data	Computer Science – Introduction to Scratch and information technology.	Information Technology – Digital Imagery (Stop Frame Animation)	Information Technology – Multimedia and data	Information technology - data
Intent Statements covered	Information Technology – Multimedia: D13, D14, D15 (graphics), D16, D17, D18, D19 Digital Imagery: E17, E18, E19 Digital Literacy: C14, C15 Digital Literacy – Work shared on Seesaw B8 ***** Data – link to science, branching databases. G32 D15 – Import graphics	Data – G28, **G29** Data logging linked to sound in Science.	Scratch in place of science – repetition A26, A27, A28, A29, A30 Information Technology – recording video clips and sound and uploading to Seesaw. B8, D15 (videos), D19, E19, E20.	Digital Imagery – Animation: E14, E15, E16 **Revisit from previous term** Information Technology – recording video clips and sound and uploading to Seesaw. B8, D15 (videos), D19, E19, E20.	Multimedia – Written investigation: D13, D14, D15 (graphics) Data – Graph work linked to investigation in Science – States of Matter. G27	Data – Data Logging G27, G28, G29, G33 **** Data – Spreadsheets, charts G30, G31
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	Leaflet about Chesterfield. ******* Purple Mash – 2 Question	Written interpretations of two contrasting sound graphs (showing logged data)- for example taken quiet reading vs hall at dinner time. Teacher models logging the data and teaches how to write interpretations. Children write their own.	Scratch games made – Mazes	Stop Frame Movie – Recorded and evaluated	Typed up investigation – including a bar chart created on Excel.	Line graph produced showing a written interpretation of their logged heart rate data. ***** Produced spreadsheets and graphs that to sports topic – including skip2Bfit. Write report about sports day.
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Two blocked days ***** Blocked day at the start of term.	One science lesson.	Weekly lesson instead of Science	Blocked day and a half at the end of the term. ½ day – teach children what stop frame animation is. ½ day – plan own retelling of Pompeii. ½ day – Record own.	Part of the Science learning journey – two lessons dedicated to computing.	Data logging is ongoing. At the end of the topic – one afternoon on data logging to discuss and interpret data. ***** Blocked in topic – show children how to create graphs near the start of the topic so they can create them and add too their sports day report.

Location of outcome: - Scrap book - Seesaw	Literacy books and on Seesaw ***** Science books and saved on Purple Mash	Science books	Uploaded videos and voice recordings to Seesaw of the other children/themselves evaluating the mazes.	Saved to Seesaw (QR code printed from Seesaw and added to Topic books)	Science books.	Graphs and interpretation in topic books ***** Final reports (including graphs) in topic books and shared on Class Dojo.
Main Software used - Scratch - Word	Publisher ****** Purple Mash – 2Question	IPad App – Decibel Meter	Scratch and upload to Seesaw	iPads – iMotion App	Word	FitBit App ***** Word or Publisher – pupil choice.
Main planning source - Purple Mash - Teach Computing - Other	Sessions planned based on intent documents. ****** Teach Computing – Year 3 Branching Databases unit used as basis for planning.	Based on Teach Computing Year 4 – Data Logging	Planning based largely on Teach Computing Programming B (Events and Actions in Programmes) Y3 – additional challenges in place – such as adding level 2.	Planning based largely on Teach Computing - Y3 Unit 2 – Creating Media - Stop Frame Animation.	Sessions planned based on intent documents.	Based on Teach Computing Year 4 – Data Logging ***** Sessions planned based on intent documents.
Notes	In this topic, children will use computers to cover Geography objectives about digital maps. [Google maps – mapping a tour, labelling features etc]. ****** Databases will only be taught when Class 3 are being taught Y4 content in Science	A brief modelled introduction to data logging (teach led) – to be built upon in Summer 2. Sound data from lessons needs to be captured the previous week. Data logging will only be taught when Class 3 are being taught Y4 content in Science	Taught to own class.	Requirement to add iMotion app to iPads.	**Links to Science. Will require an introduction to spreadsheets. TEAM TEACHING UNIT alongside subject leader (LS).	Two FitBits needed to log data. Two children wear them each day. Save graph for interpretation at the end of the unit. The interpretation of the logged data could form standalone maths lessons. *****

Cycle A – Years starting in even numbers

Class 4	Autumn 1 & 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Know your place: Mining	Traders and Raiders	Traders and Raiders: Rivers	Road Trip USA	Healthy Bodies; Healthy Minds
Area of computing (IT, Coding)	Information Technology: Digital Literacy ***** Computer Science	Computer Science	Digital Literacy – Digital exploration Information Technology - Data	Information Technology – Multimedia **** IT - Data	Information Technology – Music and Sound **** Computer Science – Programming – Logo (Angles)
Intent Statements covered	**Digital imagery:** E24, E25 ****** **Computer Science:** *Scratch* – Y5 – Selection in quizzes – A21, A22, A23, A24, A25, A31, A32, A33	**Computer Science:** *Crumble** (Introduction to crumble kits)* A21, A22, A23, A24, A25, A31, A32, A33 *Revisit* book creator – summary of learning at the end of each lesson.	**Digital exploration:** *Researching rivers* C18, C19, C20, C21 **Data**: *Databases* – River statistics G36, G37, G38, G39 **JACK STILL TO COVER –** Possibly link to World Book Day or another topic.	**Information Technology Multimedia:** *PowerPoint – Non-linear.* D20, D21, D22, D23 Digital Literacy C17 – acknowledge sources **** **Spreadsheets –** Excel G35	**Music and Sound** *Audacity* – Podcasts F14, F15, F16, F17 (WHOLE CLASS) **** **Music and sound**: *Garageband* – create music for leavers' video F11, F12, F13 Revisit **Digital Imagery** unit for leavers assembly E24 E25 **** Logo – **A16**- Revisit from Class 3 A23-25
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	*iMovie* – Y5 – Creating media video editing – Global Warming – Does Coal have a future? ***** Quiz made on Scratch about the mining topic.	Understanding of physical computing system – Crumble. Mini Projects completed – traffic lights etc. Book creator – make a summary of learning (one page per week).	Database created about rivers – using information safely gathered online. Quiz with Class 3 to interrogate the databases.	Non-linear PowerPoint about USA which can be used interactively on a webpage. **** Maths spreadsheet for either Dream Jobs or Theme park maths. Cover formulae.	Podcast about healthy lifestyles – edited on Audacity ***** Children create their own backing music for leavers presentation / video. **** Children explore angles on Logo linked to maths work.
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Blocked two days to create the video in the second to last week of term. At the very end of the learning journey. ▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪ All afternoons in the final week of term – create the quizzes.	Weekly lessons in place of Science.	Weekly slot initially then part of topic learning journey – Step 3 with a blocked day – see notes.	Blocked day at the end of the topic. **** Taught in daily maths slot after SATs	Part of learning journey – Step 2 ***** Taught as part of the leavers assembly project. **** Taught as part of maths - angles

Location of outcome: - Scrap book - Seesaw	Videos uploaded to Seesaw QR code stuck in topic books. ***** Saved on Scratch Video taken on Seesaw and children do commentary about their own. Uploaded to Seesaw and QR codes in topic books.	Saved on Book Creator. Finished books saved on Seesaw. QR Codes in Science books.	Link on Seesaw, QR code in topic books. An example saved on the school website – Computing Curriculum > Examples of pupil work	School website – one example saved on Class page. Rest saved to server. **** Spreadsheets, charts and graphs saved on server, printed and in Maths books.	Save as a suitable file type for Seesaw. QR code in topic books. ***** On leaver's videos. **** Maths Book
Main Software used - Scratch - Word	iMovie and Seesaw ***** Scratch and Seesaw	Crumble	Purple Mash – 2investigate	PowerPoint **** Excel	Audacity ***** Garageband and iMovie **** Purple Mash - Logo
Main planning source - Purple Mash - Teach Computing - Other	Sessions planned based on intent documents. Guidance and ideas adapted from Teach Computing – Year 5 Unit 2 – Creating Media – Video production. ***** Teach Computing Unit – Year 5 – Unit 6 – Programming B – Selection in Quizzes.	Based on Teach Computing – Year 5 – Unit 3 – Programming B - Selection in physical computing	Teach Computing – Year 5 – Unit 4 – Data and information – Flat File Databases.	Sessions planned based on intent documents. **** Teachers own planning. Consider using Teach Computing – Year 6 Unit 4 – Introduction to Spreadsheets.	Sessions planned based on intent documents. ***** Sessions planned based on intent documents. **** Teachers own – linked to angles maths learning journey.
Notes	Consider J2Data to create graphs if children want to integrate these into their videos. ***** In the future, consider a possible local quiz night – pop and crisps / pie and pea supper and turn the school in to a Miners Welfare. Carry out children's quiz.	Team Teaching unit alongside subject leader Scratch quiz / iMovie goes on topic homework menu. **In the future, this unit will be an opportunity to **revisit** Crumble (taught in Class 3) and complete a project – such as a moving car/air raid siren/fair ground rides. Currently the children need an introduction unit as it has not been taught prior to this.	Initially introduce databases one session per week – relate to known knowledge (e.g. themselves). In step 3 – Information gathering online followed by production of a river database (one day project).	This block of learning must come at the end of the topic so children have knowledge to use in the presentation. Include sounds. **** Dream jobs or Theme Park Maths unit.	Whole class outcome on learning journey – follows written explanation work. ***** Possible challenge – alphabet background. Can you spell your name? Tracing shapes. Visit capitals letters in Europe. Write you initials on blank. Teach the repeat function.

Cycle B – Years starting in even numbers

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	People who help us!	Improve our World	My History (and toys and holidays)	Superheroes & Famous people	Danger! – Staying Safe	Amazing Africa
Area of computing (IT, Coding)	IT – Multimedia and digital imagery		Coding	IT Multimedia *** IT Data		IT – Data
Intent Statements covered	Labels and captions – Book Creator or 2 create a story on Purple Mash D1 D2 D4 D6 E4 E5 C4 – work saved		**Beebots A1 A2 A3 A4 A5 A6** **www.j2e.com/jit5** - Turtle (Screen Turtle version)	Comics – Book Creator template, including sound D1 D2 D3 D4 D5 D6 E4 E5 *** Data – Purple Mash – Pictograms – use www.j2e.com/jit5 G18 G19 G20 G21		Data – Purple Mash – Pictograms – use www.j2e.com/jit5 G18 G19 G20 G21 Sorting objects physically and on screen. **** Create a pictogram about animals linked to their favourite zoo animals.
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	Page created of pictures and types captions. Printed and put in topic books.		Tutorial video recording the children explaining what they have learnt about Beebots - shared on Seesaw. Written instructions which were shared with Class 2.	Comic strip retelling a super hero story. Link to literacy. *** Pictogram linked to Science about senses and themselves - hair colour/eye colour.		Complete sorting activities for animal groupings – on paper and on screen. (Purple Mash) *** Favourite animal pictograms created – whole class or group physical one made then compared to screen based ones.
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Part of topic learning journey.		Weekly lesson – taught in place of Science for one term.	Part of learning journey – blocked after English. *** One of the Science lessons dedicated to computing – teach children how to create a pictogram.		Part of the learning journey for Science – sorting animals. *** Part of topic learning journey.
Location of outcome: - Scrap book - Seesaw	Printed and put in topic book. Possible class book in library area.		Video on Seesaw / images of children completing practical computing work shared on Dojo.	Stuck in topic books and stored on iPad. *** Stuck in Science books as part of the unit on Senses.		Sorting activities physically located in books. Computing work found in CP and during plenaries. Share on Dojo as a record. *** Topic books

Main Software used - Scratch - Word	Book creator		Beebots (Some use of J2e – turtle & the Beebot App).	Book Creator *** J2 data		Purple Mash – search 'sorting'. Explore the 4-part sorting animals quiz. *** J2 Data for digital pictograms.
Main planning source - Purple Mash - Teach Computing - Other	Teachers own planning		Adatped from Code-it and Teach Computing Year 1 – Moving a Robot.	Teachers own planning. *** Teachers own planning – take some ideas from Teach Computing (Year 2 – Unit 4 – Pictograms)		Teachers own. *** Teachers own planning – take some ideas from Teach Computing (Year 2 – Unit 4 – Pictograms)
Notes			Explanation text produced in literacy explaining to Class 2 how to use a Beebot. Access to rugged robots through CP.	WAGOLL available from last cycle. *** Ensure the focus of the lesson on Pictograms is computing NOT science.		Build on Spring 2 pictogram – big focus on comparing physical to digital. What are the advantages of each?

Cycle B – Years starting in even numbers

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Monarchy – QEI and Victoria	Guy Fawkes & Eco Topic	Families in the past	Mary Seacole	Seaside	Amazing Africa
Area of computing (IT, Coding)	Computer Science - Coding		IT - Data	IT - Multimedia	IT – Music and Sound	Digital Literacy
Intent Statements covered	**Introduction to Scratch Junior Scratch junior – Teach computing unit A7-13**		G22 G23 G24 Present data on growth of plants experiment- J2Data	D7 D9 B5- Share on Seesaw – children comment	F3 F4 F5 F6 Chrome Music Lab - Full Day	C5 C6 C7 C8 C9 C10 Safe searching
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	Coding Challenges completed.		Children create a bar and a block chart linked to the plant growing Science experiment. Copy and paste the chart to PPT and add a text box.	Typed information text about Mary Seacole. Input text, edit font size, type and colour. Add images. Take photo of two or three examples of the work and upload to Seesaw. Children comment on the work of others.	Children explore Chrome music lab and make a piece of music themed around an animal. Download links and add to Seesaw.	Children research information about their chosen African animal using safe searches. This leads to a non-chronological report about African animals. Children add a QR code of their favourite website with a 'To find out more' section.
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Weekly lesson in place of Science		One lesson from the Science block is given to computing.	Part of topic learning journey.	Blocked computing day – work through the Teach Computing Unit.	Part of topic learning journey.
Location of outcome: - Scrap book - Seesaw	Key learning points uploaded to Seesaw with brief voiceover saved.		Print out and put in Science books after the experiment.	Printed information texts in topic books. Commenting on other people's work on Seesaw.	Seesaw	Findings from the research in note form in their books. Footnote by children – we used websites today to find information. We used Swiggle because..My fav. Website was…
Main Software used - Scratch - Word	Scratch Junior on iPads		J2Data to create bar charts. Copy and paste to PPT and add text for additional challenge.	Purple Mash – Mary Seacole Writing Frame.	Chrome Music Lab	Swiggle search engine.
Main planning source - Purple Mash - Teach Computing - Other	Scratch Junior Planning https://www.scratchjr.org/teach/activities		Teachers own planning.	Teachers own planning – see topic learning journey.	Teach Computing – Year 2 (Block 5) – Creating Digital Music	Project Evolve – previously covered. Teachers own planning.
Notes	The final week of the unit, children to take screen shot of their code. Upload the post to Seesaw and add a		Ensure this is a computing lesson rather than Science. Cover 'what is computing?' and focus on the advantages	If needed, children to comment on the work of other people during the Project Evolve weekly time slot.	Possibly choose African Animals in readiness for next term's topic.	The vast majority of the intent statements have been covered through Project Evolve. This unit

	voice note to share and explain their learning.		of using computers to present data. Class teacher to draw a pen and paper bar chart for comparison.			is a chance to revisit and embed learning. Teacher to create QR codes for key webpages that children can safely search on.

Cycle B – Years starting in even numbers

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Titles	Monarchy	Plastic in out oceans *Text – Flotsam*	Ancient Civilisations - Egypt	South and central America Rainforest – including Mayans		Amazing Africa
Area of computing (IT, Coding)	Programming and Coding		Programming and Coding	IT – Music and Sound	IT – Digital Imagery	
Intent Statements covered	Physical computing - Crumble. Crumble day – repetition focus, loops e.g. flashing lights. A14 A15 A16 A17 A18 A19		Logo A16 A17 A18 A19 A27 A28 A29 A30	Music and sound – Add a travel podcast to a presentation made about travelling to S America. F7 **F8** F9 F10 D15 – import sound D17 D19 E17 E18 E19 C11 C12 C13 C15 C16 B6 B7 B8 (Share work on Seesaw).	**Digital imagery – Film making. Imovie.** E20 E21 E22 E23 C11 C13 C16 B6 B7 B8 (Share work on Seesaw).	
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	Crumble kits lead to physical outcomes – record summary of learning and some pics / clips on to Seesaw.		A range of programmes made to draw shapes and solve a problem given a set of criteria.	Travel podcast recorded on Audacity and imported in to PPT. Pod cast to have introductory music which fades out. Upload completed presentations to seesaw.	TTS Adverts based on products. Children create story boards and record digital adverts for website.	
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Blocked day in the final week of term. (HB)		One lesson per week – 1 hour instead of topic. (HB)	Blocked time – part of topic learning journey. (HB)	One lesson per week focussed on the film making project. Timetable in place of Science. (LS)	
Location of outcome: - Scrap book - Seesaw	Seesaw – photos and videos as well as voice notes.		Added to Seesaw – as per Autumn 1	Uploaded to Seesaw.	School website (and possible TTS website)	
Main Software used - Scratch - Word	Crumble Seesaw		Purple Mash – Logo	– Audacity for sound recording editing. PPT to add podcast recording to.	iMovie.	

Main planning source - Purple Mash - Teach Computing - Other	Teach Computing - Year 5 – Programming A – Selection in physical computing		Teach Computing – Year 4 – Programming A – Repetition in shapes.	Based on Teach Computing – Year 4 – Unit 2 – Audio Production.	Teachers own planning – supported by TTS media team.	
Notes	TEAM TEACHING UNIT alongside subject leader (HB) Teach children how to upload pictures or videos of their work to Seesaw at the start of the unit. Also teach them how to add voice notes. Expectation is that they will do this throughout a unit – as evidence of their learning.		Link to real jobs – such as architecture, CAD (all forms of design).	Children will have written podcasts – see Class 3 Long Term Planning Overview (writing).	Ian to liaise with Michelle to co-ordinate support from TTS to help run the project.	

Cycle B – Years starting in even numbers

Class 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Crime and Punishment	Shackleton's Journey	Greece	WW2	WW2	Amazing Africa
Area of computing (IT, Coding)	IT - Data	IT - Multimedia	Computer Science - Coding	IT Data	IT - Digital Imagery (Stop Frame animation) **** Digital Literacy – exploration **** IT - Data	IT – Music and Sound IT - Digital Imagery **** Computer Science – Programming – Logo (Angles)
Intent Statements covered	**Spreadsheets:** Excel – G34 Teach at the start of the term so graphs and tables can be made throughout the year – especially in Science (forces).	**Multimedia –** Webpages and Publisher D20 D21 D22 D23 C17 – Acknowledge sources	**Computer Science:** *Scratch* – Y6 – Variables in games A 21 A 22 A 23 A 24 A 25 A 31 A 32 A 33	**Data**: *Excel* – Science – Spreadsheets for data G 34 (Revisit through forces experiment – application of IT through Science)	**Digital imagery*:** *Stop Frame Animation* Y3 but extend – Creating animation. E26, E27 **** **Digital exploration**: *Check bias of information / sources* C 18 *** **Spreadsheets –** Excel G35	**Music and sound**:** *Garageband* – create music for leavers' video F11, F12, F13 Revisit **Digital Imagery** unit for leavers assembly E24 E25 **** Logo – **A16**- Revisit from Class 3 A23-25
Unit Outcome(s) - Webpage - PPT - Leaflet - Animation	Graphs printed out in topic books linked to crime statistics. - Pie charts - Bar charts - Line graphs - Tables (J2 Data covers all this)	Create a webpage to persuade parents and carers to come to see the Christmas Play. Put the winning design on the school website and share on Class Dojo.	Scratch project completed. It has a game with reactions and a score board.	Some science experiments allow children to present data using IT. NOT a taught unit – chance for children to reapply their existing knowledge.	Create a stop motion of an area of learning in relation to Science, PSHE or topic (TBC). ***** Recapped through WW2 – looking at sources. Also covered through Project Evolve – managing info. ***** Maths spreadsheet for either Dream Jobs or Theme park maths. Cover formulae.	Children create their own backing music for leavers presentation / video. **** Children explore angles on Logo linked to maths work.
Model of implementation - Blocked day - Cross Curric - Weekly lesson	Taught at the end of the topic learning journey.	Weekly taught lessons of webpages. Blocked day to create the webpage.	Weekly lesson in place of Science	Part of Science lessons.	Some weekly lessons to develop knowledge. Blocked day to create the animation. ***** Part of topic learning journey. **** Taught in maths daily slot.	Taught as part of the leavers' assembly project. **** Part of the Maths learning journey for angles.
Location of outcome: - Scrap book	Printed and in topic books.	School Website and topic books.	Save project to Scratch.	Science Book – printed graph.	An example saved on the school website –	On leaver's videos. **** In Maths books

- Seesaw				Add link to project on Seesaw. QR code in topic books.		Computing Curriculum > Examples of pupil work. Save to Seesaw – QR codes in relevant book. ***** Topic books – written evaluation of source reliability. Pick two sources – most and least reliable and justify. **** Spreadsheet saved to server, printed out and in maths books. Appropriate graph/chart printed too.	
Main Software used - Scratch - Word	Excel and /or J2 Data	MS Publisher added to website.	Scratch	J2 Data and Excel	iMotion (App Store) ***** Web searches **** Excel	Garageband and iMovie **** Purple Mash - Logo
Main planning source - Purple Mash - Teach Computing - Other	Teachers own planning. Consider using elements of Teach Computing – Year 6 Unit 4 – Introduction to Spreadsheets – unit revisited in Summer 1.	Teachers own planning. Consider using elements of Teach Computing – Year 6 Unit 2 – Webpage creation.	Teach Computing – Unit 3 – Programming A – Variables in Games		Planning based largely on Teach Computing - Y3 Unit 2 – Creating Media - Stop Frame Animation. Revisit and apply from Class 3. ***** Teacher own planning. **** Teachers own planning. Build on coverage of Teach Computing – Year 6 Unit 4 – Introduction to Spreadsheets (Aut 1).	Sessions planned based on intent documents. **** Teacher own planning – children free to explore angles through Logo.
Notes			Children to consider their own game (penalty shoot-out, brick breaker, splat the bat).	Make comparisons between J2Data and Excel – which one did you choose Why? Children to have freedom to choose their graph type – make justifications.	Animation idea – could be a peer pressure one. E.g. try smoking – different ways to say no. Or Earth and Space. LINK TO WRITING – Narrate the story. ***** National Archives resources would be useful for this. Video clips from the website, blogs, oversimplified, horrible histories – rank ones to be trusted most. **** Theme park/ dream jobs spreadsheets.	Y6 only unit. **** Possible challenge – alphabet background. Can you spell your name? Tracing shapes. Visit capitals letters in Europe. Write you initials on blank. Teach the repeat function.