

FPA Overview - SUBJECT: Computing

YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>BASIC SKILLS</p> <p>Children can use the keyboard for simple tasks. They save their work in a folder.</p> <p>RESEARCH</p> <p>They can complete a search in a search engine and identify information on a website.</p>	<p>Comics Can...</p> <p>Produce a comic book of heroes and villains from different times and places</p> <p>DIGITAL LITERACY</p> <p>Children can describe that websites start with WWW</p> <p>They document using photographs.</p> <p>BASIC SKILLS</p> <p>Children sort types of characters by using a pictogram in data handling.</p>	<p>Rumble in the Jungle</p> <p>Challenge: How can we produce a soundtrack for a Jungle tale?</p> <p>DIGITAL LITERACY</p> <p>Children understand e-safety and that personal information should be kept private online.</p> <p>PROGRAMMING</p> <p>Children can use programming skills to create instructions in a sequence, linked to routes in Geography</p> <p>MULTIMEDIA</p> <p>Children use 2simple music to record sounds for their traditional tales</p>	<p>Buckets and Spades</p> <p>Plan and design a gallery that brings the seaside to the city</p> <p>MULTIMEDIA</p> <p>Children can create a simple storyboard to tell a story.</p> <p>Children use a paint programme and create postcard images using sprays and brushes</p> <p>DIGITAL LITERACY</p> <p>Children can play a PowerPoint slideshow that has been created.</p>		
	1.1, 1.1a, 1.2, 1.4, 1.4a	1.7, 1.8, 1.3	1.6, 1.5, 1.5a, 1.11	1.11a, 1.12, 1.9		
2	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>BASIC SKILLS</p> <p>Children can use capital letters and change font size. They can save work with name and date.</p> <p>Children can copy and paste information, navigating information on websites</p> <p>PROGRAMMING</p> <p>Children can identify instructions as algorithms, repeat sequences and identify where things are not working.</p> <p>DIGITAL LITERACY</p> <p>Children can add images to a word document</p>		<p>Dinosaur Stomp</p> <p>How can we bring dinosaurs back to life creatively?</p> <p>DIGITAL LITERACY</p> <p>Children explore the internet through awareness of where to go online for help. They can identify @ symbol as part of emails.</p> <p>They can explore 2simple animate or a similar programme to create a line animation</p> <p>MULTIMEDIA</p> <p>Children explore quiver to find images of dinosaurs in Augmented reality.</p>	<p>The Really Rural Show</p> <p>How can we recreate the countryside in our city environment?</p> <p>MULTIMEDIA</p> <p>Children can use a paint based programme in design by using stamps, lines, colour and fill to create design – linked to their Art sculpture work in the designing phase</p> <p>DIGITAL LITERACY</p> <p>They create a presentation with pages and text and can play their creation</p> <p>BASIC SKILLS</p> <p>Children can collect information about the countryside and place this (words, images) into a table.</p>		

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	2.1, 2.1a, 2.2, 2.5, 2.5a, 2.5b 2.1b, 2.8, 2.4, 2.4a	2.6, 2.7, 2.9. 2.9a, 2.10	2.3, 2.12, 2.11
3	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>BASIC SKILLS</p> <p>Children can use word to explore font, alignments and moving text. They use websites to search information effectively. Through e-safety, pupils can recognise appropriate use of the CEOP Button</p> <p>DIGITAL LITERACY</p> <p>Children add websites to favourites during searches.</p>	<p>Sparks will Fly</p> <p>Challenge: How can we tell the story of fire creatively?</p> <p>DIGITAL LITERACY</p> <p>Pupils use data to create a Bar chart Pupils create presentations for Great fire, editing and developing the designs of pages.</p> <p>MULTIMEDIA</p> <p>Children use photos to create a stop animation and record short scenes to bring fireworks to life digitally</p>	<p>Around the World in 80 Beats</p> <p>Challenge: Compose an album of songs of the world</p> <p>MULTIMEDIA</p> <p>Pupils can copy and paste images into publisher to create their album cover and insert booklet designs (linked to art)</p> <p>Children access Augmented reality through quiver to shoot images from around the world</p> <p>DIGITAL LITERACY</p> <p>Children can use publisher or e-book software to publish work for their album cover and insert</p> <p>PROGRAMMING</p> <p>Pupils use scratch to explore instructions for characters and debugging where sequences are not effective. They use the print screen to save images of their progress (Basic skills)</p>
	3.1, 3.1a, 3.1b, 3.4, 3.4a, 3.7, 3.6, 3.9, 3.9a, 3.10	3.3, 3.11, 3.11a	3.5, 3.5a, 3.5b, 3.2, 3.8, 3.12
4	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>BASIC SKILLS</p> <p>Pupils use word to create documents with appealing text, bullet points and can use spellcheck to edit mistakes.</p> <p>DIGITAL LITERACY</p> <p>Children can write and send an email.</p> <p>In E-Safety, pupils understand the possible dangers of social media</p>	<p>Toy Makers</p> <p>Challenge: Can we design and make a toy that moves?</p> <p>BASIC SKILLS</p> <p>Linked to history and the invention of the internet, pupils can explain how a search engine works.</p> <p>PROGRAMMING</p> <p>Pupils use Scratch to create and design programmed animations with conditional statements. They can debug problems to complete a specific goal. Pupils to use lego to programme toy prototypes</p>	<p>Bolts n Bones</p> <p>Challenge: How can we design a fitness programme?</p> <p>BASIC SKILLS</p> <p>Pupils handle data about fitness/healthy lifestyles by creating pie charts</p> <p>Children create presentations for their gallery with timings and animations of slides.</p> <p>MULTIMEDIA</p> <p>Children can create documents or presentations that include imported pictures that they have taken</p>

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		<p>They use print screen and add annotations of their progress (Basic skills)</p> <p>MULTIMEDIA</p> <p>Pupils use Garageband (linked to music) to create and record advert sound tracks for their toys.</p> <p>They shoot short sequences and edit them for their outcome</p>	
	4.1, 4.1a, 4.1b, 4.7	4.11, 4.11a, 4.3, 4.6, 4.12, 4.9, 4.9a	4.4, 4.2, 4.5, 4.5a, 4.5b
5	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>BASIC SKILLS</p> <p>Children can develop use of word in creating a document and save it effectively in organised folders.</p> <p>When researching they can select the right information for a purpose.</p> <p>MULTIMEDIA</p> <p>Children document their glass themed history through film. They edit to add title pages and add sound effects or music.</p> <p>DIGITAL LITERACY</p> <p>Pupils create a short presentation to house their film by inserting the movie into a PowerPoint</p>	<p>Food vs Man</p> <p>How can we run a healthy, Fairtrade tuck shop?</p> <p>BASIC SKILLS</p> <p>Pupils gather data or work with finances in spreadsheets and use information to create line charts.</p> <p>MULTIMEDIA</p> <p>Pupils design advertising for their tuck shop banquet using text and images.</p>	<p>Space Infinity</p> <p>Challenge: How can we produce a Space game?</p> <p>DIGITAL LITERACY</p> <p>In e-safety, children add privacy settings appropriately. They use twitter as a medium and can publish work including blogs or writing (Multimedia)</p> <p>The describe the positive impact of computer networks for collaboration.</p> <p>PROGRAMMING</p> <p>Children use Kodu as a means of programming. They add variables for scoring purposes and use selection. They can debug by using logical reasoning.</p>
	5.1, 5.1a, 5.1b, 5.2, 5.45.11, 5.11a, 5.9	5.3, 5.3a, 5.12	5.5, 5.5a, 5.5b, 5.6, 5.7, 5.8

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6	<p>A Big Adventure</p> <p>Transform an area of our school to tell everyone about our Big Adventure</p> <p>BASIC SKILLS</p> <p>Pupils start the year by Create a filing system for types of documents. They can use different search engines for different tasks and explain what the internet is.</p> <p>MULTIMEDIA</p> <p>Pupils capture photos and add edits and effects to them.</p> <p>DIGITAL LITERACY</p> <p>In E-Safety, children can identify and explain online risks.</p> <p>Design presentations for a specific purpose</p>	<p>Child's War</p> <p>Challenge: Recognise heroes of World Wars</p> <p>BASIC SKILLS</p> <p>When word processing or in presentations, pupils present information purposefully and they can use control functions as shortcuts.</p> <p>DIGITAL LITERACY</p> <p>They create presentations about their historical research into recognising war heroes to show at their outcome. They can insert sections and hyperlinks to presentations</p>	<p>The Final Countdown</p> <p>Challenge: How can we set up an FPA events company?</p> <p>BASIC SKILLS</p> <p>When planning for their events company, pupils can use a formula in a spreadsheet and use data to create 2 types of graphs for the same information</p> <p>MULTIMEDIA</p> <p>Pupils can capture videos of their final few weeks in school, editing and improving their work through new takes. They can import and export videos into presentations and post videos online</p> <p>PROGRAMMING</p> <p>Pupils use programming apps to create a text quiz. They can solve problems by decomposing into smaller parts and use logical reasoning to explain how algorithms work</p>
	<p>6.2, 6.4, 6.4a, 6.12, 6.9, 6.6</p>	<p>6.1, 6.1a, 6.9, 6.9a</p>	<p>6.3, 6.3a, 6.7, 6.11, 6.8, 6.5, 6.5a, 6.5b</p>