

Current Topics taught for computing

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Year 1	Naming parts of the computer Typing and keyboard work Purple mash apps but not a scheme of work	Using paint – knowing all the tools etc Purple mash app but not scheme of work	Coding – bee bots/ 2go app on purple mash No scheme of work	Data handling – pictograms purple mash programme not scheme of work	Esaftay – websites buttons links search engines	Using a word processor – typing simple sentences using purple mash apps but not scheme of work		
Year 2	Taking photos Logging in and out (Laptops / Purple mash)	Develop Word processing skills (Word)	Coding Algorithms (Purple Mash)	Develop Word processing skills (Word)	Animation (Purple Mash)	E-safety Digital footprints Judgment (Not scheme of work)		
Year 3	Coding (Purple Mash)	Spreadsheets (Purple Mash)	Touch Typing (Purple Mash)	Branching Databases (Purple Mash)	Email/Networking (Purple Mash)	Simulation (Purple Mash)/ Graphing (Purple Mash)		
Year 4	Coding 4.1 purple mash	Online Safety 4.2 Purple Mash	Logo 4.5 Purple Mash	Effective Searching 4.7 Purple Mash	Animation 4.6 Purple Mash	Spreadsheets 4.3 Purple Mash	Hardware 4.8 Purple Mash	Writing for different Audiences 4.4 Purple Mash
Year 5	Purple mash Online Safety 5:2	Purple mash Game Creator 5:5	Purple mash Coding 5:1	Purple mash Databases 5:4	Purple mash Spreadsheets 5:3	Purple mash 3D Modelling 5:6		
Year 6	Spreadsheets Purple Mash 6.3	Blogging Purple Mash 6.4	Coding Purple Mash 6.1	Networks Purple Mash 6.6	Quizzing Purple Mash 6.7			

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Naming parts of the computer Typing and keyboard work Purple mash apps but not a scheme of work	<i>Images, sound and video</i>	Coding – bee bots/ 2go app on purple mash No scheme of work	Data handling – pictograms purple mash programme not scheme of work	<i>Presenting information and stories</i>	
Targets	<p>I can confidently type words on a digital device.</p> <p>I can use the space bar to make space and delete to delete letters/words</p> <p>I can make a new line using enter/return</p> <p>I can dictate into a digital device more accurately and with punctuation.</p>	<p>I can independently take a picture and record video</p> <p>I can be aware that digital pictures and video can be saved on a computer</p> <p>I can add captions or sound to drawn images, photos or video, with support</p> <p>I can understand that sound can be recorded and played back</p> <p>I can record my own voice or others independently.</p>	<p>I can understand that an algorithm is a set of instructions used to solve a problem or achieve an objective.</p> <p>I know that an algorithm is written for a computer is called a program.</p> <p>I can work out what is wrong with a simple algorithm when the steps are out of order</p> <p>I can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program</p>	<p>I can sort images or text into two or more categories on a digital device.</p> <p>I can collect data on a topic.</p> <p>I can create a tally chart and pictogram.</p> <p>I can record myself explaining what I have done and what it shows me.</p>	<p>I can add labels to an image</p> <p>I can order images to create a simple storyboard.</p> <p>I can create a simple spider diagram.</p> <p>I can sequence a series of pictures to explain my understanding of a topic.</p>	

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Year 2	Taking photos Logging in and out (Laptops / Purple mash)	Develop Word processing skills (Word)	Coding Algorithms (Purple Mash)	<i>Data handling</i>	<i>Film Making</i>	<i>Composing Music using ICT</i>
Targets	<p>I can edit images using an art package or other software e.g. crop, resize</p> <p>I can add voice labels to an image.</p> <p>I can add a voice recording to a storyboard.</p> <p>I can add speech bubbles to an image to show what a character is thinking.</p> <p>I can import images to a project from the web and camera roll</p>	<p>I can confidently type words quickly and correctly on a digital device.</p> <p>I can use the space bar only once between words and use touch to navigate to words letter to edit</p> <p>I can copy and paste images and text</p> <p>I can use caps locks for capital letters.</p> <p>I can add images alongside text in a word-processed document.</p> <p>I can dictate longer passages into a</p>	<p>I can explain that an algorithm is a set of instructions to complete a task.</p> <p>I can create a simple program that achieves a specific purpose.</p> <p>I can identify the parts of a program that respond to specific events and initiate specific actions.</p>	<p>I can sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software.</p> <p>I can orally record myself explaining what the data shows me.</p> <p>I can create a branching database using questions</p>	<p>I can capture videos and which videos to keep and why.</p> <p>I can take appropriate pictures or video for a specific purpose (E.g. as part of a topic)</p> <p>I can arrange clips to make a short film that conveys meaning</p> <p>I can add simple titles and credits</p> <p>I can record my own sound effects.</p>	<p>I can create a musical composition using software</p>

		<p>digital device with accurate punctuation.</p> <p>I can select text and make simple changes including bold, italic and underlined</p>				
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Coding (Purple Mash)	Spreadsheets	Touch Typing/ <i>Word processes</i> (Purple Mash)	<i>Animation</i>	Email/Networking (Purple Mash)	<i>Presenting information</i>
Targets	<p>I can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts.</p> <p>I can demonstrate the ability to design and code a program that follows a simple sequence.</p> <p>I can experiment with timers to achieve repetition effects in their programs</p> <p>I am beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.</p>	<p>I can create my own sorting diagram and complete a data handling activity with it using images and text.</p> <p>I can start to input simple data into a spreadsheet.</p> <p>I can create a feelings chart exploring a story or character's feelings.</p>	<p>I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</p> <p>I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows.</p> <p>I can use cut, copy and paste to quickly duplicate and organise text.</p>	<p>I can use a storyboard to edit a sequence of digital pictures or video with support. (change sequence, add transitions, effects, and sound)</p> <p>I can take a series of pictures to form a simple animation</p> <p>I can move one item within the animation</p> <p>I can edit and improve my animation</p> <p>I can record sound on the computer and be able to use the sound files in other applications with support</p>	<p>I understand that computers in a school are connected together in a network</p> <p>I understand why computers are networked</p> <p>I can list a range of ways that the internet can be used to provide different methods of communication.</p> <p>I can use some of these methods of communication, such as email</p>	<p>I can create an interactive comic with sounds, formatted text and video.</p> <p>I can annotate an image with videos</p> <p>I can create a simple web page.</p> <p>I can create a simple digital timeline/ mind map</p>

	<p>I can understand how variables can be used to store information while a program is executing.</p> <p>I can design programs that show logical, achievable steps and absorbing some new knowledge of coding structures. ('if' statements, repetition and variables)</p> <p>I can make good attempts to explore more complex code in order to identify errors in algorithms and can correct this.</p>					
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Year 4	Coding/Logo 4.1 and 4.5 purple mash	Writing for different Audiences 4.4 Purple Mash	<i>Radio Broadcast/ Audiobooks</i>	Animation 4.6 Purple Mash	Spreadsheets 4.3 Purple Mash	Hardware	Presentation
Targets	<p>I can turn a real-life situation into an algorithm, thinking of the required task and how to accomplish this in code using coding structures for selection and repetition.</p> <p>I can make more intuitive attempts to debug my own programs.</p> <p>I can use timers to achieve repetition effects, becoming more logical and integrated into my program designs.</p> <p>I can understand 'if statements' for selection and attempt to combine these with other coding structures including</p>	<p>I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.</p> <p>I can confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text</p> <p>I can use font sizes appropriately for audience and purpose.</p> <p>I can use spell check and thesaurus including through Siri</p>	<p>I can begin to evaluate the suitability of the presentation for the given audience .</p> <p>I can make changes to the presentation to make it more suitable for the audience, with support.</p> <p>I can record a radio broadcast or audiobook.</p>	<p>I can use a storyboard to edit a sequence of digital pictures or video independently. (change sequence, add transitions, effects, and sound)</p> <p>I can plan what will happen in my film or animation.</p> <p>I can take a series of pictures to form a more complicated animation</p> <p>I can move multiple items within my animation</p> <p>I can edit sound effects for a purpose.</p>	<p>I can create my own online multiple-choice questionnaire.</p> <p>I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts.</p> <p>I understand how data is collected</p>	<p>I understand that servers on the Internet are located across the planet</p> <p>I understand how email is sent across the Internet</p> <p>I understand how the Internet enables us to collaborate</p> <p>I understand the online safety implications associated with the ways the internet can be used to provide different methods of communication.</p>	<p>I can create an interactive quiz introducing hyperlinks.</p> <p>I can create an eBook with text, images and sound.</p> <p>I can create a presentation demonstrating my understanding with a range of media.</p> <p>I can create a digital timeline/ mind map and include different media - sound and video.</p>

	<p>variables to achieve the effects that I design in my programs.</p> <p>I can understand how variables can be used to store information while a program is executing.</p> <p>I can use and manipulate the value of variables.</p> <p>I can make use of user inputs and outputs such as 'print to screen'.</p> <p>I can continue to design programs that show logical, achievable steps and absorbing some new knowledge of coding structures. ('if' statements, repetition and variables</p> <p>I can trace code and use step-through methods to identify</p>					
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	errors in code and make logical attempts to correct this.						
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<i>Word processing</i>	<i>Networking</i>	Purple mash Coding 5:1	<i>Webpages and publishing online</i>	<i>Spreadsheets</i>	<i>Movie Making</i>
Targets	<p>I can start to apply other useful effects to my documents such as hyperlinks.</p> <p>I can import sounds to accompany and enhance the text in my document.</p> <p>I can organise and reorganise text on screen to suit a purpose.</p>	<p>I can understand the value of computer networks but are also aware of the main dangers.</p> <p>I can recognise what personal information is and can explain how this can be kept safe.</p> <p>I can select the most appropriate form of online communications based on audience and digital content</p>	<p>I can attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts.</p> <p>I am able to test and debug my programs throughout development and can use logical methods to identify the approximate cause of any bug.</p> <p>I can identify the specific line of code where an error has taken place with support.</p> <p>I can translate algorithms that include sequence, selection and repetition into code</p>	<p>I can collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365</p> <p>I can create an interactive presentation including a variety of media, animations, transitions and other effects.</p> <p>I can create an interactive guide to an image by embedding digital content and publishing it online</p> <p>I can create a webpage and embed video.</p>	<p>I can create and publish my own online questionnaire and analyse the results.</p> <p>I can use simple formulae to solve calculations including =sum and other statistical functions.</p> <p>I can edit and format difference cells in a spreadsheet.</p>	<p>I can capture video for a purpose and discuss the quality of videos and choose which to keep and which to re-shoot</p> <p>I can trim and arrange clips to convey meaning.</p> <p>I can add titles, credits, slide transitions, special effects and talk about the effect these have on the audience.</p> <p>I can add voice over and edit sound clips (volume, pitch, fade,</p>

			<p>with increasing ease to show I am thinking of how to accomplish the set task in code utilising such structures.</p> <p>I am combining sequence, selection and repetition with other coding structures to achieve in my algorithm design.</p> <p>I am beginning to think about my code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</p>			
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<i>Spreadsheets</i>	<i>Film and animation</i>	Coding Purple Mash 6.1	Networks Purple Mash 6.6	<i>Word Processing</i>	<i>Web and App design</i>
Targets	<p>I can write spreadsheet formula to solve more challenging maths problems.</p> <p>I can create and publish my own online quiz with a range of media (images and video)</p>	<p>I can plan a multi-scene animation or film including characters, scenes, camera angles and special effects</p> <p>I can use stop-go animation software to shoot animation frames.</p> <p>I can adjust the number of photographs taken and the frame rate to improve the quality of the animation.</p> <p>I can use a movie editing package to edit/refine and add titles.</p> <p>I can plan for the use of special effects/transitions to enhance my video</p>	<p>I can turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs.</p> <p>I can test and debug my program as I work through and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p>I can translate algorithms that include sequence,</p>	<p>I can understand and can explain in some depth the difference between the internet and the World Wide Web.</p> <p>I know what a WAN and LAN are and can describe how we access the internet in school.</p> <p>I understand what HTML is and recognize HTML tags</p> <p>I know a range of HTML tags and can remix a web page</p> <p><i>Purple Mash does not cover HTML</i></p>	<p>I can confidently choose the best application to demonstrate my learning.</p> <p>I can format text to suit a purpose.</p> <p>I can publish my documents online and discuss the audience and purpose of my content.</p>	<p>I can create a web site which includes a variety of media.</p> <p>I can design an app prototype that links multimedia pages together with hyperlinks.</p> <p>I can choose applications to communicate to a specific audience.</p> <p>I can evaluate my own content and consider ways to improvements.</p>

I can trim, arrange and edit audio levels of video to improve the quality of the outcome

I can add titles, credits, transitions, special effects

I can export their video in different formats for different purposes

I can add voice over, sound effects and edit sound clips (volume, pitch, fade,

selection and repetition into code and my own designs show that I am thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other.

I can create code that shows an improving understanding of variables in coding, outputs such as sound, movement and inputs from the user of the program (button clicks and the value of functions)

I can interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.