



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EYFS</b>	<b>Table of Curiosity</b> Area for pupils to visit free flow with electronic devices that have an input and output. How or why do they work? This should have a basis in STEM exploration.	<b>Using a computer</b> Where are the buttons, start up and log off / shut down, open a file, save	<b>Sequencing Instructions</b> Pupils give instructions for their journey to school and then around a treasure map. Sometime the sequence is important to reach the end, other times it's less so.	<b>Keyboard Skills</b> May require lower case key overlays. Finding letters, caps lock, delete, return, space. 2 Type form 2 simple software already purchased	<b>Coding Devices</b> Use BeeBots and BeeBot iPad app to create 'instructions to move around tiles.	<b>Mouse Skills</b> Paint for drawing pictures, incorporates shape and colour. Left / right click, double click, drag. TUX Paint
<b>YEAR ONE</b>	<b>Introduction to using ICT Equipment</b>  A scheme designed to introduce students to mouse skills, keyboard skills, searching on Google, safer internet use and computational thinking.	<b>Using programmable toys</b>  Introduce algorithms using unplugged methods and simple directions. Utilise Hello Ruby to talk about the inside of computers and how computer games work. Play some computer games and review them. Use Kodable on Hour of Code	<b>Digital Art</b>  Exploring colouring and drawing on Busy Things.	<b>Introduction to sequencing</b> Introduce algorithms using unplugged methods and simple directions. Utilise Daisy the Dinosaur and Kodable	<b>Researching and creating</b>  Use pic collage to create a digital e-card or collage about a topic you are studying. This could be Easter or birthday card, or a collage about animals you are studying.	<b>Robots</b>  Research, design and create a cardboard robot. Explore the different ways robots can be used in everyday life
<b>YEAR TWO</b>	<b>Lego Bits and Bricks</b>  Explore coding by using puzzles and Lego bricks.	<b>Blogging</b> Use Primary Blogging or Google Sites and social media resources to create a class page that exhibits student's photography, editing and writing work.	<b>Exploring Coding with Moana</b>  Use Moana on Hour of Code to explore Loops in coding as well as revise sequencing and debugging.	<b>Explorers</b> A Geography based unit using Google Maps, Travel Pages and PowerPoint to explore and research the globe and present ideas.	<b>StoryTellers</b>  Students explore animation and storytelling using Puppet Pals and ToonTastic	<b>Technology of the future – Space Unplugged.</b>  Students explore coding and computational thinking as well as robotics by researching how computers have helped space travel.
<b>YEAR THREE</b>	<b>Creating a vlog</b>  Use the iPads to look at vlogging and create your own online safety vlog for the website.	<b>Creating a Presentation</b>  Students use Powerpoint to research, create and give a presentation.	<b>Programming and coding using Scratch.</b>  Students create an animation of their name on Scratch, they could also create a new google doodle on Scratch using the step by step guide on hour of code.	<b>News Reporting</b>  Using research and presentation techniques to explore, evaluate and discuss news and fake news across the internet and explore ways in which you can validate information that you find on the internet. Students create their own fake news story and present it in a variety of media modes.	<b>Collecting Opinions</b>  Students use Google Forms, Survey Monkey, Excel and other apps to explore data and opinion polls.	<b>Programming and coding using Logo</b>  Exploring how mathematics enforces coding concepts, using logo programming to make shapes and using loops to create patterns.
<b>YEAR FOUR</b>	<b>Programming and coding using Logo</b>	<b>Digital Music</b>  Audio recordings and music composition and sequencing using a variety of apps and	<b>Making a maze game in Scratch.</b>	<b>Making a maze game in Scratch.</b> Students will use scratch to make a pacman game after	<b>Databases and the weather</b>  Data logging, data analysis, presentation, video recording.	<b>WikiSpaces</b>  Learning to write our own Wiki Space using some HTML and

	Exploring how mathematics enforces coding concepts, using logo programming to make shapes and using loops to create patterns.	Garage band on the iPads. As well as Isle of Tune on the PCs	Students will use scratch to make a pacman game after revising conditionals they will explore broadcast and variables.	revising conditionals they will explore broadcast and variables.		blogging software with a focus to Topic
<b>YEAR FIVE</b>	<b>SKETCHUP.</b> 3D Modelling, research, image management. Students can use SketchUp, Sculptit and even 3D printing to present their work.	<b>Minecraft gaming</b> Students explore Minecraft Hour of Code as games designers and adventurers. They evaluate what makes a good game, what makes for a difficult game. They use complex block coding to begin to develop their own Minecraft rules. They explore input, output and variables.	<b>Holiday Databases</b>  Explore using a variety of flight and holiday databases online. Explore how databases work and use this knowledge to plan different kinds of holidays. Have E-safety conversations about what is and isn't trustworthy on the internet.	<b>Market Researchers</b>  Pupils conduct research into market trends, advertising and opinion polls. They create and conduct their own survey, exploring Databases by doing so.	<b>Blogging</b>  Write, photography and record a variety of different blog types to be shared publicly	<b>Introduction to HTML</b>  An exploration of digital art, and an introduction to HTML on hour of code and using HTML colour and shape variations to create their own graffiti online and edit webpages
<b>YEAR SIX</b>	<b>We are movie makers</b> Using iMovie to create and make a movie trailer, using editing and storyboarding. Edit using the macs.	<b>Introduction to Python</b>  Use Hour of Code and Physical Computing resources to explore basic Python. Understand the key differences between different kinds of code.	<b>SATS SCHEME</b> Pupils conduct research into revision and topic based questions, using PowerPoint and Keynote to present their findings.	<b>SATS SCHEME</b> Pupils conduct research into revision and topic based questions, using PowerPoint and Keynote to present their findings.	<b>SATS SCHEME</b> Pupils conduct research into revision and topic based questions, using PowerPoint and Keynote to present their findings.	<b>Physical Computing with Makey Makey</b> Students will catch up on physical computing/makey makey machines using design concepts in order to create and market a game of their own. This will use a number of day/half day sessions to focus on coding skills, as well as digital literacy for marketing.