

Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn		Computing systems and networks – Technology around us	Creating media – digital photography	Creating media – stop-frame animation	Data and information – data logging	Programming A – Selection in physical computing	Computing systems and networks – communication
	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying	Self-image and identity Online reputation Online Relationships Online Bullying
Spring		Creating media – Digital painting	Programming B – programming quizzes	Programming A – sequencing sounds	Computing systems and networks – The Internet	Creating media – video production	Data and information - spreadsheets
	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security	Managing online information Privacy and Security
Summer		Programming A – Moving a robot Programming B – introduction to animation	Data and information - pictograms	Creating media – Desktop publishing Programming B – events and actions	Programming A – Repetition in shapes Programming B – Repetition in games	Programming B – selection in quizzes	Programming A – variables in games Programming B – sensing Creating media – 3D modelling
	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle	Copyright and ownership Health, wellbeing and lifestyle

Key

Units of work taken from Teach Computing Scheme of work: www.teachcomputing.org

Units of work based on 'Education for a connected world' taken from Project Evolve: ProjectEVOLVE - Education for a Connected World Resources

Curriculum coverage

Year group	Computing systems and networks	Creating media	Data and information	Programming	Online Safety
EYFS					X
1	X	X		X	X
2		X	X	X	X
3		X		X	X
4	X		X	X	X
5		X		X	X
6	X	X	X	X	X

Year 6				
Unit of work	Unit overview	National curriculum links	Resources	Vocabulary
Computing systems and networks – communication	In this unit, the class will learn about the World Wide Web as a communication tool. First, they will learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They will then investigate different methods of communication, before focusing on internet-based communication. Finally, they will evaluate which methods of internet communication to use for particular purposes.	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	iPads	Search, search engine, Google, Bing, Yahoo!, Swisscows, DuckDuckGo, refine Index, crawler, bot, Ranking, optimisation, links, web crawlers, content creator, selection, Communication, public, private, one-way, two-way, one-to-one, one-to-many, SMS, email, WhatsApp, blog, YouTube, Twitter, BBC Newsround
Creating media – 3D modelling	During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space,	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Laptops/iPads Tinkercad.com teacher accounts and student accounts.	2D, 3D, 3D object, 3D space, view resize, colour, lift, rotate, position, select, duplicate, dimensions, placeholder, hole, group, ungroup, resize,

	<p>including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame.</p>	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Tinkercad can be downloaded to iPads as a free APP.</p>	<p>design, modify, evaluate, improve</p>
<p>Data information - spreadsheets</p>	<p>This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer</p>	<ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information 	<p>Laptops Excel or Google sheets</p>	<p>Spreadsheet, data, data heading, data set, cells, columns and rows, format, common attribute formula, calculation, input, output, calculate, operation, formula, cell, range, duplicate, sigma Graph, chart, evaluate, results, comparison, questions, software, tools.</p>

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	<p>questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked.</p>			
<p>Programming A – variables in games</p>	<p>This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.</p>	<ul style="list-style-type: none"> ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Laptops Scratch Potential to make a Scratch teacher account to manage pupil accounts.</p>	<p>Variable, change, name, value, set, design, event, task, algorithm, design, artwork, program, project, code, test, debug, improve, evaluate, share.</p>
<p>Programming B - sensing</p>	<p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6</p>	<ul style="list-style-type: none"> ● Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>Mirco:bits with Micro USB leads and battery packs/batteries Laptops</p>	<p>Micro:bit, MakeCode, input, process, output, flashing, USB, selection, condition, if then else, variable, random, sensing, accelerometer, compass, direction, navigation, design, task,</p>

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	<p>– ‘Programming A’. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit. Learners then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 		<p>algorithm, step counter, plan, create, code, test, debug.</p>
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Year 5				
Unit of work	Unit overview	National curriculum links	Resources	Vocabulary
<p>Programming A – Selection in physical computing</p>	<p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Learners are introduced to conditions as a means of</p>	<ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, 	<p>Crumble starter kits x15 Geared motors and wheels</p>	<p>Microcontroller, components, connection, infinite loop output motor, repetition, count-controlled loop Crumble controller, switch, motor, LED, Sparkle, crocodile clips, connect, battery box, program, Selection, condition, action, repetition</p>

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	controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	analysing, evaluating, and presenting data and information		
Creating media – video production	This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	<ul style="list-style-type: none"> • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	Tablet with video recording capabilities (iPads) Microsoft video editor can we make this work with the iPads? Or use iMovie...?	Video, audio, camera, talking head, panning, close up Video camera, microphone, lens, close up, mid range, long shot, moving subject, side by side, high angle, low angle, normal angle Storyboard, filming, review
Programming B – selection in quizzes	In this unit, pupils develop their knowledge of 'selection' by revisiting how 'conditions'	<ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating 	iPads or computers with Scratch	Selection, condition, true, false, count-controlled loop,

	<p>can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> ● use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		<p>outcomes, conditional statement (the linking together of a condition and outcomes), algorithm, program, debug Task, design, input, algorithm, input, program</p>
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Year 4				
Unit of work	Unit overview	National curriculum links	Resources	Vocabulary
Computing systems and networks – The Internet	Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	<ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	iPads	Internet, network, router, network security Network switch, server, wireless access point (WAP), router Website, web page, web address, router, routing, route tracing, browser World Wide Web, internet, content, website, web page, links, files content, download, sharing, ownership, permission Information, accurate, honest, content, adverts
Data and information – Data Logging	In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will	<ul style="list-style-type: none"> ...work with various forms of input select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Data logger Computer iPad	Data, table (layout) Input device, sensor, data logger Data logger, logging, data point, interval Analyse, data set, import, export Data, data logger, logged, collection Analyse, review, conclusion

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	<p>spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>			
<p>Programming A – repetition in shapes</p>	<p>Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<p>Laptop or iPad using Turtle Academy. Laptops would be easier to allow for more screen space.</p>	<p>Program, turtle, commands, code snippet Algorithm, design, debug, Logo commands (see Glossary handout) Pattern, repeat, repetition, count-controlled loop, algorithm, value trace, value decompose, procedure</p>
<p>Programming B – repetition in games</p>	<p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two</p>	<ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>Laptops with Scratch iPads could be used but laptops would be best.</p>	<p>Scratch, programming, sprite, blocks, code, loop, repeat, value Block, repeat, forever, infinite loop, count-controlled loop, costume Repetition, forever, animate, costume, event block, duplicate modify, design</p>

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	<p>environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 		<p>algorithm debug, refine, evaluate</p>
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Year 3				
Unit of work	Unit overview	National curriculum links	Resources	Vocabulary
<p>Creating media – stop-frame animation</p>	<p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>iPads iMotion</p>	<p>Animation, flip book Stop frame animation, frame, sequence, image, photograph Setting, character, events, onion skinning consistency Evaluation, delete, frame, media, import, transition</p>
<p>Programming A – sequencing sounds</p>	<p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of</p>	<ul style="list-style-type: none"> • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>iPads or Laptops Scratch</p>	<p>Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop motion, turn, point in direction, go to, glide</p>

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	<p>motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.</p>	<ul style="list-style-type: none"> ● Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 		<p>Sequence, event, task, design, code, run the code, note, chord Design, algorithm, bug, debug</p>
<p>Creating media – desktop publishing</p>	<p>Unit to be re-planned by RJ in conjunction with Y3 team.</p>		<p>iPads or Laptops Possibly Adobe Spark?</p>	<p>Text, images, advantages, disadvantages, communicate Font, font style, communicate, template Landscape, portrait, orientation, placeholder, template Desktop publishing, copy, paste Layout, purpose Desktop publishing, benefits</p>
<p>Programming B – events and actions in programs</p>	<p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context</p>	<ul style="list-style-type: none"> ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output 	<p>iPads or Laptops Scratch</p>	<p>Motion, event, sprite, algorithm, logic Move, resize, algorithm Extension block, pen up, set up Pen, design, event, action, algorithm Debugging, errors, setup Design, code, setup, test, debug, actions, events</p>

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	<p>of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>	<ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 		
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Year 2				
Unit of work	Unit overview	National curriculum links	Resources	Vocabulary
<p>Creating media – digital photography</p>	<p>Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>iPads</p>	<p>Device, camera, photograph, capture, image, digital Landscape, portrait, horizontal, vertical, field of view, narrow, wide, format Framing, focal point, subject matter, field of view, format, compose Natural lighting, artificial lighting, flash, focus, background, foreground Editing, tools, colour, filter, images, Pixlr Format, framing, lighting, focus, filter, changed, real</p>
<p>Data and information - pictograms</p>	<p>Learners will begin to understand what the term data means and how data can</p>	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>i2e pictogram on laptops or iPads</p>	<p>More than, less than, most, least, organise,</p>

	<p>be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p>	<ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 		<p>data, object, tally chart, votes, total Pictogram, enter, data, most, least, more common, least common Attribute, group, same, different, compare, pictogram, more than, less than, most popular, least popular, conclusion sharing, data</p>
<p>Programming B – programming quizzes</p>	<p>This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations'. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.</p>	<ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs 	<p>Scratch junior APP on iPads</p>	<p>Sequence, command, program, run, program, start outcome, predict, , blocks Sprite, algorithm, blocks, design, Actions, , blocks, sequence, modify, change Compare, design, debug, program, features, evaluate</p>

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Unit of work	Unit overview	National curriculum links	Resources	Vocabulary
Computing Systems and Networks – Technology around us	Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.	<ul style="list-style-type: none"> ● Recognise common uses of information technology beyond school ● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content ● Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	Laptops	Technology Computer, mouse/trackpad, keyboard, screen, click, drag, draw, click, double-click, click and drag Input device, Shift, space bar, capital letter, full stop Safely, responsibly, computer, technology
Creating media – digital painting	Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists’ work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	<ul style="list-style-type: none"> ● Use technology purposefully to create, organise, store, manipulate, and retrieve digital content 	Paint Paintz APP	paint program, tool, paintbrush, erase, fill, undo Piet Mondrian, primary colours, shape tools, line tool, fill tool, Henri Matisse, Wassily Kandinsky, feelings, colour, brush style Georges Seurat, Pointillism, brush size Pictures, computers, like, prefer, dislike
Programming A – Moving a robot	This unit introduces learners to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting	<ul style="list-style-type: none"> ● Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs ● Recognise common uses of information technology beyond school 	Beebots	Forwards, backwards, turn, clear, go, commands Instructions, directions Forwards, backwards, commands Left, right, turn, commands Plan, algorithm, program

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	<p>the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.</p>			<p>Route, plan, program</p>
<p>Programming B – Introduction to animation</p>	<p>Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>	<ul style="list-style-type: none"> ● Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs 	<p>iPads Scratch Junior</p>	<p>ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area Block, joining, start block, run, program, programming area, background, delete, reset, algorithm, predict Effect, change, value, block Instructions, sprite, delete, program, algorithm Sprite, background, appropriate, algorithm programming blocks</p>