St Leonard's First School, Ipstones
Computing - Two Year Rolling program
Flickers Class – Year 1 & 2

Teachers can choose to alter the half term in which units are taught to ensure that high quality opportunities are taken advantage off if a unit matches content being taught in other subjects to allow for cross curricula learning. However, Programming units must be taught in the same sequence, with spring 2 units being taught before summer 1 units.

Key links to support teacher planning and resources.	Digital Literacy - https://projectevolve.co.uk/toolkit/ Computing - https://teachcomputing.org/curriculum/key-stage-1	
Abbreviations	Information Technology – IT Digital Literacy = DL	Computer Science – CS

	Year A		Year B	
	Computing	Digital Literacy	Computing	Digital Literacy
Autumn 1	**CS** **Computing systems and networks** Yr1 - Technology around us *Recognising technology in school and using it responsibly.* Yr2 - Information Technology around us *Identifying IT and how its responsible use improves our world in school and beyond.*	**Managing Online Information**	**CS** **Computing systems and networks** Yr1 - Technology around us *Recognising technology in school and using it responsibly.* Yr2 - Information Technology around us *Identifying IT and how its responsible use improves our world in school and beyond.*	**Managing Online Information**
links/apps/ programs	https://www.abcya.com /games/find_the_tech			
Autumn 2	**IT** Digital Painting *Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.*	**Privacy and Security** **Copyright and Ownership**	**IT** Digital Photography *Capturing and changing digital photographs for different purposes.*	**Privacy and Security** **Copyright and Ownership**
Links/apps/ programs	Paint 98 Kids games for drawing doodle!)` Draw and tell HD Drawing desk https://jspaint.app		**Ipad camera**	
Cross Curricular	**English** – create a piece of art to link with text/character portrait **Art** –recreate piece of art in the style of artist			

Spring 1	**IT** **Data and Information –** **Yr 2 – Pictograms -** *Collecting data in tally charts and using attributes to organise and present data on a computer.*	**Online Bullying** **Online Reputation**	**IT** **Video and sound** *Capture videos for a purpose and put them together using a simple program e.g – creating a trailer in imovie.* *Yr 2 - adjust sound/music*	**Online Bullying** **Online Reputation**
links/apps/ programs	https://www.j2e.com/j2data/			
Cross Curricular			English - Creating a trailer for the class text. History – News report for significant Historical event/interview with a historical figure.	
Spring 2	**CS** **Yr 1 Moving a robot** *Writing short algorithms and programs for floor robots, and predicting program outcomes.* **Yr 2 Robot algorithms** *Creating and debugging programs, and using logical reasoning to make predictions.*	**Online Relationships**	**CS** **Yr 1 Moving a robot** *Writing short algorithms and programs for floor robots, and predicting program outcomes.* **Yr 2 Robot algorithms** *Creating and debugging programs, and using logical reasoning to make predictions.*	**Online Relationships**
inks/apps/ programs	*Barefoot lessons – Beebots tinkering/Beebot basics/Beebot 123* *Bee-bot app* *Yr 2 – Cargo-bot* *Daisy the dinosaur*		*Barefoot lessons – Beebots tinkering/Beebot basics/Beebot 123* *Bee-bot app* *Yr 2 – Cargo-bot* *Daisy the dinosaur*	
Cross Curricular	**Maths** – integrate into unit of prepositional language/turns. **Geography** – direct beebot around a map to different places/countries/continents. **English** – Direct around a story map for the journey of a character.			
Summer 1	**CS** *Yr1 Programming animations* *Designing and programming the movement of a character on screen to tell stories.* *Yr2 Programming quizzes* *Designing algorithms and programs that use events to trigger sequences of code*	**Self-Image and Identity**	**CS** *Yr1 Programming animations* *Designing and programming the movement of a character on screen to tell stories.* *Yr2 Programming quizzes* *Designing algorithms and programs that use events to trigger sequences of code*	**Self-Image and Identity**

	to make an interactive quiz.		*to make an interactive quiz.*	
Links/apps/ programs	*Barefoot resources to aid understanding (Use before unit) –* Decomposition unplugged ScratchJnr Tinkering			
Cross Curricular	**History** – Yr1 – retell the story of a historical figure taught. Yr2 – Create a quiz for their peers to answer about knowledge of their history topic/ key historical figure.			
Summer 2	**IT** Making Music *Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.*	Health, Well-being and lifestyle	*This half term will be used to recap/reinforce skills from previous units and gain independents and confidence.*	Health, Well-being and lifestyle
Links/apps/ programs	Chrome music lab- Song maker (online)/ Kandinsky Yr 1 – Jelly band Yr 1- Loopimal			
Cross Curricular	**Music**– linked to theme exploring – create own music in this style **English** – Create a piece of music to accompany a Class text thinking about mood etc/background music for a short film(film chn acting out a story/film trailer for book)/background to children reading out loud.			

Other lessons to be integrated into the curriculum

Data and Information – *Maths Statistic Unit*
Yr 2 – Pictograms - Collecting data in tally charts and using attributes to organise and present data on a computer.
Yr 1 - Grouping data - Exploring object labels, then using them to sort and group objects by properties.

Book creator lesson plans

https://www.commonsense.org/education/lesson-plans/using-technology-to-enhance-an-all-about-me-book#1

Flames Class – Year 3 & 4

	Year A		Year B	
	Computing	Digital Literacy	Computing	Digital Literacy
Autumn 1	**CS** **Computing systems and networks** Year 3 - Connecting computers (Part 1) *Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.* Year 4 - The Internet (Part 1) *Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.*	**Managing Online Information**	**CS** **Computing systems and networks** Year 3 - Connecting computers (Part 1) *Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.* Year 4 - The Internet (Part 1) *Recognising the internet as a network of networks including the WWW, and why we should evaluate online content*	**Managing Online Information**
Autumn 2	**IT** Animation/Video creation *Capturing and editing digital still images to produce a stop-frame animation that tells a story/Use Green screen to create a video (combining images/video and audio)*	**Privacy and Security** **Copyright and Ownership**	**IT** Audio Editing *Capturing and editing audio to produce a podcast, ensuring that copyright is considered.*	**Privacy and Security** **Copyright and Ownership**
Spring 1	**Data and Information** Branching data bases *Building and using branching databases to group objects using yes/no questions.*	**Online Reputation**	**Data and Information** Data Logging *Recognising how and why data is collected over time, before using data loggers to carry out an investigation.*	**Online Reputation**
Spring 2	**CS** Scratch project – Create your own project using sequencing, motion and sound *Creating sequences in a block-based programming language to make music.*	**Online Bullying**	**CS** Scratch project – Create your own project using sequencing, motion and sound. *Creating sequences in a block-based programming language to make music.*	**Online Bullying**
Summer	**CS** Creating a maze program – Introduction to new commands in Scratch	**Online Relationships**	**CS** LOGO – Repetition In Shapes *Using a text-based*	**Online Relationships**

	Writing algorithms and programs that use a range of events to trigger sequences of actions.		*programming language to explore count-controlled loops when drawing shapes*	
Summer 2	**IT** Garage Band Composing *Explore how to use garage band to compose music*	**Self-Image and Identity** **Health, Well-being and lifestyle**	**CS** Design your own game in Scratch using Repetition *Using a block-based programming language to explore count-controlled and infinite loops when creating a game.*	**Self-Image and Identity** **Health, Well-being and lifestyle**

Comic Creator sequence of lessons - https://www.ilearn2.co.uk/comiccreationteacherfree.html/

Swap data loggers for one of the above topics

- Or Spreadsheets instead
- All data handling for whole school be done cross curricula – science/maths instead of in overview.

Photography – Use editing software.