



Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 E-Safety - Self-image and identity and online relationships:	Despite computing not being explicitly mentioned within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. At Appleby Primary School children have access to a variety of resources to increase their knowledge of how		Technology outside school Learners discuss the ways they use technology at home.	Technology around us. Learning to recognise and define information technology.	Staying Connected Comparing digital and non-digital devices, then looking at computer networks that include network infrastructure devices like routers and switches.	The internet. Learners will apply their knowledge of computer networks to understand the basics of the internet.	Networking Learn about computer systems and how information is transferred between systems and devices.	Networking Learn about online communication and collaboration.
Autumn 2 E-Safety – Online reputation and online bullying			Creating media Create images using different painting tools such as shapes and lines.	Creating Media Take photographs both landscape and portrait using iPads and digital cameras. Add effects to images.	Creating Media Stop frame animation Plan and create stories using stop frame animation.	Creating Media Audio production - Learners will produce a podcast, including editing their work, adding multiple tracks, and opening and saving the audio files.	Creating Media Video editing Children capture, edit and manipulate their own videos in groups.	Media creator 3d modelling Pupils will build on their 3d modelling knowledge from year 4, grouping and ungrouping objects. Eventually, designing a 3d building.



Spring 1 E-safety - Managing online information	information technology impacts the wider world using devices such as bee bots, iPads and interactive phonics tools. In the EYFS this is teacher led and play focused.	Physical programming Children begin discussing algorithms as a set of instructions using Lego.	Programming Using start and click events to make objects move.	Programming Learn to make things happen in a sequence, creating simple animations and simulations.	Programming Create simple games which use a score variable. Then move on to using repetition and loops.	Programming Learn how computers use numbers to represent things such as how fast things are moving, and where they are.	Programming Learn to use variables in more complex ways, and to manipulate inputs to create useful outputs.
		Grouping and sorting Children learn to organise items by their properties.	Data and information Learn how to organise data and use tally charts, pictograms and block charts.	Branching databases This unit links learning about animals in Science to organising data in branching databases.	Data logging Pupils will collect data as well as access data captured over long periods of time.	Databases and spreadsheets Students will learn how to compile a database on paper before moving on to digital databases.	Databases and spreadsheets An introduction to spreadsheets and how data can be organised into columns and rows.



Summer 1 E-Safety – Privacy and security		Creating media Digital writing – learning to type and use a keyboard.	Creating Media Children begin by responding to music and how it makes them feel, moving on to making their own music digitally.	Desktop publishing Children learn to organise information using publishing software, designing their own magazine cover.	Photo editing Pupils will learn how images can be edited and resaved. They will then look at the ethics of image editing.	Vector drawing Learn how to use different drawing tools to help them create images, using layering on Google Drawings.	Opportunity for catch up or project.
Summer 2 E-Safety – Copyright and ownership		Programming Learn that programs execute by following clear instructions. Understand that programs respond to inputs to do different things.	Programming – Different kinds of inputs Learn a greater variety of inputs in block coding such as click, start and collision events.	Programming – Conditional events Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.	Media creation – CAD Students create their own avatar, starting by sketching in 2D on graph paper and then designing in 3D using Tinkercad.	Programming Learn how computers can generate random numbers and how these can be used in simulations.	Programming Extension when all other programming units are complete. Learn to use basic HTML or Python as a next step from block coding.