

## COMPUTING OVERVIEW



Pinner Wood School



| Computing    |  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------------|--|--|--|---|--|--|---|
|              |  | Word Processing & Photography and Digital Art is taught through the curriculum   |  |   |  |  |   |
| Topic Titles | Nursery  | <b>Data Handling</b>   | <b>Presentation</b>  | <b>AR and VR</b>  | <b>Video Creation</b>  | <b>Animation</b>   | <b>Sound</b>  |
|              | Reception  | <b>Sound</b>   | <b>Data Handling</b>   | <b>Animation</b>  | <b>Presentation</b>  | <b>Video Creation</b>  | <b>AR and VR</b>  |
|              | Year 1   | <b>Programming:</b> Robot Maze Game<br><br><b>Online Safety:</b> To create, name and date my digital creative work.                              | <b>Sound:</b> Podcasting<br><br><b>Online Safety:</b> To safely search for images online.  | <b>Programming:</b> Animations in Scratch<br><br><b>Online Safety:</b> To understand how to communicate safely online.                    | <b>Animation:</b> Cartoon<br><br><b>Online Safety:</b> To understand what personal information I need to keep safe.          | <b>Video:</b> Chatterpix<br><br><b>Online Safety:</b> To explore how to use email to safely communicate.                                 | <b>Video:</b> Shadow Puppets<br><br><b>Online Safety:</b> To apply my online safety knowledge to help others make good choices online.                  |
|              | Year 2   | <b>Animation:</b> Stop Motion Animation<br><br><b>Online Safety:</b> To understand that the information I put online leaves a digital footprint. | <b>Presentation:</b> Thinglink<br><br><b>Online Safety:</b> To use keywords in an online search to find out about a topic.       | <b>Programming:</b> Knock Knock Joke Scratch Jnr<br><br><b>Online Safety:</b> To recognise whether a website is appropriate for children. | <b>Photo:</b> Photo shopping<br><br><b>Online Safety:</b> To rate and review informative websites                            | <b>Video Creation:</b> Masking Storytime<br><br><b>Online Safety:</b> To be able to identify kind and unkind behaviour online.           | <b>Programming:</b> My Robot Helper<br><br><b>Online Safety:</b> To apply our knowledge of safe and sensible online activities to different situations. |
|              | Year 3   | <b>Coding:</b> Animations in Scratch<br><br><b>Online Safety:</b> To know what cyberbullying is and how to address it                            | <b>Data - Story Graphs</b><br><br><b>Online Safety:</b> To understand how websites use advertisements to promote products.       | <b>Video:</b> iMovie Voiceover<br><br><b>Online Safety:</b> To create strong passwords and understand privacy settings.                   | <b>AR - 360 images</b><br><br><b>Online Safety:</b> To safely send and receive emails.                                       | <b>Coding:</b> Crumble powered historical scenes<br><br><b>Online Safety:</b> To explore different ways children can communicate online. | <b>Presentation:</b> Book Creator<br><br><b>Online Safety:</b> To use knowledge about online safety to plan a party online.                             |
| Year 4       | <b>Coding Crumble</b> Powered Robot Orchestra<br><br><b>Online Safety:</b> I can identify how a message can hurt someone's feelings. | <b>Presentation - Posters</b><br><br><b>Online Safety:</b> I can use a search engine accurately.   | <b>Data Handling - Online Questionnaire</b><br><br><b>Online Safety:</b> I understand the term 'plagiarism' and how to avoid it. | <b>Video Creation - Adobe Spark Video</b><br><br><b>Online Safety:</b> To create a safe online profile.                                   | <b>Coding:</b> Makey Makey Games Controller<br><br><b>Online Safety:</b> To explain how to be a responsible digital citizen. | <b>Sound - Movie Soundtrack</b><br><br><b>Online Safety:</b> To create an online safety superhero character.                             |   |



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|        |   |  |   |   |   |  |  |
|--------|---|--|---|---|---|--|--|
|        | I can say how I should respond to a hurtful message online.   |  |   |   |   |  |  |
| Year 5 | <p><b>Programming</b> - Platform Game in Scratch</p> <p><b>Online Safety:</b> To identify spam emails and what to do with them.</p>   | <p><b>Video Creation</b> - Video Green screen News Report</p> <p><b>Online Safety:</b> To write citations for the websites I use for research.</p> | <p><b>AR and VR</b> - Eyejack</p> <p><b>Online Safety:</b> To create strong passwords.</p>  | <p><b>Programming</b> - Quizzes in Scratch</p> <p><b>Online Safety:</b> To recognise when, why and how photographs we see online may have been edited.</p>              | <p><b>Animation</b> - Character Interviews</p> <p><b>Online Safety:</b> To apply online safety rules to real-life scenarios.</p>                          | <p><b>Sound</b> - Four Chord Remix</p> <p><b>Online Safety:</b> To apply online safety rules to real-life scenarios.</p>   |  |
| Year 6 | <p><b>Programming</b> - 3D Lettering</p> <p><b>Online Safety:</b> I can find similarities and differences between in person and cyberbullying. I can identify good strategies to deal with cyberbullying.</p> | <p><b>Presentation</b> - App Prototype</p> <p><b>Online Safety:</b> I can identify secure websites by identifying privacy seals of approval.</p>   | <p><b>AR and VR</b> - Interactive VR Thinglink - Heart</p> <p><b>Online Safety:</b> I understand the benefits and pitfalls of online relationships. I can identify information that I should never share.</p> | <p><b>Programming Game</b> Project in Scratch</p> <p><b>Online Safety:</b> I can identify how the media play a powerful role in shaping ideas about girls and boys.</p> | <p><b>Animation</b> - Plotagon Animation - Treason story</p> <p><b>Online Safety:</b> I can apply my online safety knowledge to my online activities.</p> | <p><b>Video Creation</b> - Green screen Special Effects - Leavers</p> <p><b>Online Safety:</b> I can use my knowledge of online safety to create a multiple choice quiz.</p> |  |

