		Multimedia and Word	N. A. L P.		Programming		Communication and		N . 1	5.6.6.4
		processing	Digital media		2 forms/languages		Collaboration		Data	E-Safety
Year 2	•	Begin to word process	Graphics		Programming Unit 1: Probots		Messaging	•	Develop different	E-Safety
		short narrative and	 Use ICT to source, 	•	Talk about how everyday devices	•	Compare all the		criteria and create	Online Research
		non-narrative texts	generate and amend ideas		can be controlled		different ways that		own pictograms	Children explore a range of age-
	•	Develop basic editing	for their art work	•	Know that devices and actions on		messages can be sent	•	Use a simple	appropriate digital resources.
		skills including	 Talk about the advantages 		screen may be controlled by		and start to consider		graphing package	Children to know that not
		different	and disadvantages of using a		sequences of actions and		their advantages and		to record	everything they find online is
		presentational	graphics package over paper		instructions		disadvantages		information - add	accurate.
		features (font size,	based art activities	•	Create a sequence of instructions	•	Contribute and discuss		labels and numbers	Know that some websites contain
		colour and style)	 Develop a variety of skills 		to create a right-angled shape on		ideas to compose and		as appropriate	advertisements (often embedded)
	•	Select from different	using a range of tools and		screen		respond to	•	Use ICT to edit	and learn how to ignore them.
		presentational	techniques to communicate	•	Create a sequence of instructions		class/group/individual e-		and change the	_
		features e.g. title,	a specific idea or artistic		to control a programmable robot to		mails, forums, blogs		information	Children to know what to do if
		paragraph, label etc	style /effect		carry out a pre-determined route				quickly.	they find something inappropriate
	•	Word process short	Create a stamp to make		to include direction, distance and		Publishing: (Refer to	•	Talk about how	online.
		narrative and non-	patterns and designs		turn (on screen or floor robot)		Multimedia Unit)		ICT helps them to	Children discuss, understand and
		narrative texts	 Describe to others their 	•	Control a floor robot using	•	Contribute and discuss		organise their	abide by the school's e-Safety
	•	Save, print, retrieve	use of a paint package and		appropriate buttons, Make		ideas to compose and		information	SMART Rules
		and amend their work	their reason for choice of		predictions and estimate distances		respond to discussions	•	Save , retrieve	
	•	Use the mouse or	tools		and turns		and forums on the		and amend their	E-Safety
		arrow keys to insert		•	Experience a range of control		Learning platform		work	Communication & Collaboration
		words and sentences	Digital Imagery		devices such as a microscope, sound	•	Begin to talk about the	•	Use a graphs to	Children are able to send suitable
	•	Use appropriate	 Develop greater control 		recorders, cameras and other		advantages of using		create and answer	and purposeful emails, developing
		editing tools to	over the digital stills or		devices		electronic		questions	awareness of appropriate language
		improve their work	video camera	•	Control music software through		communications in terms			to use.
	•	Make use of graphics,	Begin to discuss the quality		sequencing icons (see sound and		of sharing pages and		Branching	Children know that passwords help
		video and sound to	of their image and make		music modules)		information with a wider		Database	to keep information safe and
		enhance their text on	decisions (e.g. delete a				audience at home and	•	Understand the	secure and that they should not
		screen	blurred / bad image)		ogramming Unit 2: Move the turtle		school		difference	be shared
	•	Talk about their use of	1 -	•	Generate a sequence of	•	Look and talk about		between questions	Children contribute to a class
		graphics and sound and	change images		instructions including 'right angle'		other people's		and answers	discussion forum.
		how it may enhance or	Begin to change or enhance		turns.		contributions on the	•	Ask questions that	
		change the mood and	photographs and pictures	•	Create a sequence of instructions		learning platform		comply with the	E-Safety
		atmosphere of their	(crop, re-colour)		to generate simple geometric	•	Consider who can see		rule that it can	E-Awareness
		presentation and make			shapes (oblong /square).		their contributions on		only have a yes or	Children are aware that not
		changes where	Animation	•	Discuss how to improve/change		the learning platform		no answer	everyone they meet online is
		appropriate	Create a sequence of still		their sequence of commands.			•	Use a branching	automatically trustworthy.
	•	Use different layouts	images which together form						database to	Children understand that personal
		and templates for	a short animated sequence						identify objects	information is unique to them and
		different purposes	Create a simple animation to						using yes or no	should not be shared without a
			illustrate a story or idea						questions	teacher or parent's permission.
			Upload their images on the							Children identify characteristics
			learning platform							of people who are worthy of their
										trust.

ASIIIOI U Oaks Pi	imary School Computing Scheme of	Work – Year Z	
Unit/Project	Statutory requirements/ key skills	Notes	Possible outcomes and activities
Multimedia and Word processing Comp KS1 3,4 (5)	 Begin to word process short narrative and non-narrative texts Develop basic editing skills including different presentational features (font size, colour and style) Select from different presentational features e.g. title, paragraph, label etc Word process short narrative and non-narrative texts Save, print, retrieve and amend their work Use the mouse or arrow keys to insert words and sentences Use appropriate editing tools to improve their work Make use of graphics, video and sound to enhance their text on screen Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate Use different layouts and templates for different 	Purple Mash 2Create A Story - a simple story editor that allows children to add pages and draw pictures to go with their story. Simple animations can then be chosen for the pictures. 2Publish - many templates to include a number of pictures and sentences. Use Chromebook - google docs to open files, work collaboratively - easy to take a photo directly from google doc	and activities Combine text, images and possibly other features to create either a printable document or a simple multimedia presentation. Ensure all choices suit the purpose. Literacy - type a story written during literacy and add a picture. Literacy - Type information texts incorporating labelled pictures and diagrams linked to Where in the World Topic. Science - write about a concept, such as forces, and add a picture.
Graphics Comp KS1 3,4 (5)	 Duse ICT to source, generate and amend ideas for their art work Talk about the advantages and disadvantages of using a graphics package over paper based art activities Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style /effect Create a stamp to make patterns and designs Describe to others their use of a paint package and their reason for choice of tools 	Purple Mash 2Paint A Picture - Can produce artwork in different styles e.g. mosaic, impressionism etc 2Publish - many templates to include a number of pictures and sentences. 2Create A Story - is a simple story editor that includes pages and an area for pictures. Simple animations can then be chosen for the pictures.	Use a range of tools in a paint package to create a picture to suit a purpose. PSHCE - Children to design a picture based on anything important to them. Geography - use a paint package to create map of a focus island DT - use a paint package to create a

	mary School Computing Scheme of •		design for a project or model.
			Children could work in pairs to design half a picture each.
Digital Imagery Comp KS1 3,4 (5)	 Develop greater control over the digital stills or video camera Begin to discuss the quality of their image and make decisions (e.g delete a blurred / bad image) Begin to select and edit and change images Begin to change or enhance photographs and pictures (crop, re-colour) Animation Create a sequence of still images which together form a short animated sequence Create a simple animation to illustrate a story or idea Upload their images on the learning platform 	Digital camera - Chromebook photo/ video functions Also potential to add a simple stop motion animation app to Chromebooks. Purple Mash 2Aimate - Simple animation program	Use a digital camcorder and camera; download with support and use for a purpose Topic - Take pictures of different exercises and edit and add labels to suggest how they will help. Literacy - use a digital camcorder to record drama work. Literacy - Recreate a story using stop motion animation Take a series of photographs to create an animation or slideshow to illustrate a concept. Art- Manipulate photos of themselves e.g. make black and white or change colours of different parts
Programming Unit 1: Probots Comp KS1 1,2, 3 (5)	 Talk about how everyday devices can be controlled Know that devices and actions on screen may be controlled by sequences of actions and instructions Create a sequence of instructions to create a right-angled shape on screen 	Floor robot - Use Bee-Bot or Pixie - Devices which allow for input of instructions. Mats and obstacles - There are mats with fixed distance which link to the Bee-Bots Purple Mash 2 Code - (see Y2 planning on Purple Mash)	Predict, estimate and create a set of instructions to control a floor robot to move between two or more fixed points involving distance and turn.
	Create a sequence of instructions to control a programmable robot to	2 Go Logo	Topic - Class to guide a Probot from one place of an

mary school computing scheme of	VVOIR TCarz	
carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns Experience a range of control devices such as a microscope, sound recorders, cameras and other devices Control music software through sequencing icons (see sound and music modules) Generate a sequence of instructions including 'right angle' turns.	Use 2Go in Purple Mash http://www.mathplayground.com/ma thprogramming.html	island to another. Debug route until challenge is met. Maths - ½ and ¼ turns, position, direction and movement, use the robots to make shapes (square, rectangle, octagon), repeating patterns. PE - movement and turns. Literacy - use floor robot to visit characters/ pictures from a story in order. Create a set of online instructions to meet a challenge
 Create a sequence of instructions to generate simple geometric shapes 	The ogramming.	e.g. a shape or right angle.
(oblong /square). Discuss how to improve/change their sequence of commands.		Maths - Create different simple shapes using program.
Messagina	Fmail - Class email	Share and comment
		on work online,
· ·		developing
sent and start to consider		understanding about
their advantages and	and forum functions	appropriate
disadvantages	PURPLE MASH - 2 Blog, 2 Email	behaviour and
Contribute and discuss ideas to compose and		internet safety
•	Link to a Safaty	Work with another class to create a
mails, forums, blogs	Children know the difference	shared text through email/forums.
Publishing: (Refer to Multimedia Unit)	email and online in a discussion	Maths- Send
Contribute and discuss	Children are aware of the	questions to other
ideas to compose and	different forms of online	classes/children
respond to discussions and	communication (email, forums,	around the school
forums on the Learning platform	instant messaging and social networking sites) and find out	and tally the results.
Begin to talk about the advantages of using electronic communications	about their associated risks. • (See the Purple Mash unit - 2Respond) Y2	Science - Create a page about Staying Alive and what has
	carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns Experience a range of control devices such as a microscope, sound recorders, cameras and other devices Control music software through sequencing icons (see sound and music modules) Generate a sequence of instructions including 'right angle' turns. Create a sequence of instructions to generate simple geometric shapes (oblong /square). Discuss how to improve/change their sequence of commands. Messaging Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages Contribute and discuss ideas to compose and respond to class/group/individual e-mails, forums, blogs Publishing: (Refer to Multimedia Unit) Contribute and discuss ideas to compose and respond to discussions and forums on the Learning platform Begin to talk about the advantages of using	route to include direction, distance and turn (on screen or floor robot) • Control a floor robot) • Control a floor robot using appropriate buttons, Make predictions and estimate distances and turns • Experience a range of control devices such as a microscope, sound recorders, cameras and other devices • Control music software through sequencing icons (see sound and music modules) • Generate a sequence of instructions including 'right angle' turns. • Create a sequence of instructions to generate simple geometric shapes (oblong /square). • Discuss how to improve/change their sequence of commands. Messaging • Compare all the different ways that messages can be sent and start to consider their advantages and disadvantages • Contribute and discuss ideas to compose and respond to class/group/individual emails, forums, blogs Publishing: (Refer to Multimedia Unit) • Contribute and discuss ideas to compose and respond to discussions and forums on the Learning platform Begin to talk about the advantages of using • (See the Purple Mash unit -

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	in terms of sharing pages and information with a wider audience at home and school Look and talk about other people's contributions on the learning platform Consider who can see their contributions on the learning platform		been learnt over the topic The Email to other classes to look at the created page and then respond in a forum
Handling Data Comp KS1 3,4 (5)	 Develop different criteria and create own pictograms Use a simple graphing package to record information - add labels and numbers as appropriate Use ICT to edit and change the information quickly. Talk about how ICT helps them to organise their information Save , retrieve and amend their work Use a graphs to create and answer questions Branching Database Understand the difference between questions and answers Ask questions that comply with the rule that it can only have a yes or no answer Use a branching database to identify objects using yes or no questions 	Suggested Resources 2Count which allows the creation of pictograms 2Graph - Input results and create bar, pie or line graphs 2Question which allows the creation of pictograms Unit 2.4 Questioning - Purple Mash	Use a graphing package and a simple database to collect, organise and classify data, asking and answering questions. PSHCE - collect information on favourite snacks, put it in a graph and discuss the results. Geog - Collect information about the weather each day for a month, organise into graphs to find out the most common weather. Topic - Collect information about favourite place to visit. Represent as a graph. Science - Collect information about minibeasts/plants. Science - Create a database to identify minibeasts.

Unit/Project	Statutory requirements/ key skills	Notes	Possible outcomes
E-Safety Online Research Comp KS1 5	 Children explore a range of ageappropriate digital resources. Children to know that not everything they find online is accurate. Know that some websites contain advertisements (often embedded) and learn how to ignore them. Children to know what to do if they find something inappropriate online. Children discuss, understand and abide by the school's e-Safety SMART Rules 	Dongle Stay Safe quiz and reinforce SMART rules from CBBC Staysafe Websites to aid research, e.g.; Barnaby website to find out about his trips and how he travels. School's Poster 'Being SMART Online Rules' SMART Rule - Know that not information online is RELIABLE and true. Ask and adult if you are unsure. SMART Rules - TELL someone if you see something that makes you feel uncomfortable.	and activities This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E- SMART rules.
E-Safety Communicati on & Collaboratio n Comp KS1 5	Children are able to send suitable and purposeful emails, developing awareness of appropriate language to use. Children know that passwords help to keep information safe and secure and that they should not be shared Children contribute to a class discussion forum.	Discussion forums or messaging system on school learning platform. School email system SMART Rule - Only send and read MESSAGES with people you know. Messages should always be polite. SMART Rule - Keep passwords and other special information SAFE	This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E- SMART rules.
E-Safety E- Awareness Comp KS1 5	Children are aware that not everyone they meet online is automatically trustworthy. Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission. Children identify characteristics of people who are worthy of their trust.	FauxPaw video from iKeepSafe.org to highlight that not everyone is trustworthy CEOP Thinkuknow resources, based on Hector's World. www.thinkuknow.co.uk/5_7/ lesson 1 - personal information is special lesson 2 - not everyone is trustworthy lesson 3 - assessing trustworthiness lesson 4 - being alert to unsafe situations lesson 5 - check with an adult Dongle Pop video and StaySafe quiz (to introduce SMART rules-	This could be taught as a separate Life Skills lesson or as part of another ICT lesson. Refer to the E-SMART rules.

All but the rule for M is the same as our school's SMART Rules)
SMART Rules - Know that not all information online is RELIABLE and true. Ask an adult if you are unsure.
SMART Rule - Keep passwords and other special information SAFE