The King's C of E Primary School Computing Key Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Computational Language** People Who Help Us	**Computational Language** Awesome Autumn	**Computational Language** Winter Warmers or Super Space	**Computational Language** Springtime	**Computational Language** Summer Fun	**Computational Language** Busy Bodies
	Busy Learning opportunities to interact with technology Using walkie-talkies, telephones, cameras Introduction to computers – turning them on and off	**Busy Learning opportunities to interact with technology** Learning how the oven and microwave work	**Busy Learning opportunities to interact with Technology** Using computers and tablets Introduce BeeBots and following a map route to programme the BeeBot/ each other	**Busy Learning opportunities to interact with technology** Using computers and tablets Taking pictures and videos Using BeeBots	**Busy Learning opportunities to interact with technology** Learning about how technology has changed over time Technology hunt to find the different purposes of various technology around the school	**Busy Learning opportunities to interact with technology** Using computers and tablets to play, write and draw
	Online Safety Self-Image and Identity	**Online Safety** Online Relationships Online Reputation	**Online Safety** Online Bullying	**Online Safety** Managing Online Information	**Online Safety** Health, Well-Being and Lifestyle	**Online Safety** Privacy and Security Copyright and Ownership
YEAR ONE	**Technology around us** Recognising technology in school and using it responsibly. (Information technology)	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. (Digital literacy)	**Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes. (Computer science)	**Grouping data** Exploring object labels, then using them to sort and group objects by properties. (Information technology)	**Digital writing** Using a computer to create and formal text, before comparing to writing non-digitally. (Digital literacy)	**Programming animations** Designing and programming the movement of a character on screen to tell stories. (Computer science)
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YEAR TWO	**Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond. (Information technology)	**Digital photography** Capturing and changing digital photographs for different purposes. (Digital literacy)	**Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions. (Computer science)	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer. (Information technology)	**Digital music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Digital literacy)	**Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. (Computer science)

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YEAR THREE	**Connecting computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. (Information technology)	**Stop-frame animations** Capturing and editing digital still images to produce a stop-frame animation that tells a story. (Digital literacy)	**Sequencing sounds** Creating sequences in a block-based programming language to make music. (Computer science)	**Branching databases** Building and using branching databases to group objects using yes/no questions. (Information technology)	**Desktop publishing** Creating documents by modifying text, images, and page layouts for a specified purpose. (Digital literacy)	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions. (Computer science)
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YEAR FOUR	**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Information technology)	**Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled. (Digital literacy)	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes. (Computer science)		**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Information technology)	**Repetition in games** Using a block based programming language to explore count-controlled and infinite loops when creating a game. (Computer science)
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YEAR FIVE	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet. (Information technology)	**Video production** Planning, capturing and editing video to produce a short film. (Digital literacy)	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller. (Computer science)	**Flat-file databases** Using a database to order data and create charts to answer questions. (Information technology)	**Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects. (Digital literacy)	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz. (Computer science)
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YEAR SIX	**Communication and collaboration** Exploring how data is transferred by working collaboratively online. (Information technology)	**Webpage creation** Designing and creating webpages, giving consideration to copyright aesthetics, and navigation. (Digital literacy)	**Variables in games** Exploring variables when designing and coding a game. (Computer science)	**Introduction into spreadsheets** Answering questions by using spreadsheets to organise and calculate data. (Information technology)	**3D modelling** Planning, developing, and evaluating 3D computer models of physical objects. (Digital literacy)	**Sensing movement** Designing and coding a project that captures inputs from a physical device. (Computer science)
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