

## WELLESBOURNE PRIMARY AND NURSERY SCHOOL

*Living to Learn, Learning to Live*

<b>RESPECT</b>	<b>EFFORT</b>	<b>ATTEND</b>	<b>COOPERATE</b>	<b>HONEST</b>
As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.	We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.	We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.	As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.	We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

### COMPUTING CURRICULUM

**CS – Computer Science      DL – Digital Literacy      IT – Information Technology**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>YEAR 1</b>	<b>COMPUTER DETECTIVE</b>	<b>KODABLE PHOTOGRAPHY</b>	<b>GARAGEBAND ANIMATION</b>
<b>YEAR 2</b>	<b>TOUCH TYPING LIGHTBOT</b>	<b>TOUCH TYPING ANIMATION</b>	<b>TOUCH TYPING PHOTOGRAPHY</b>
<b>YEAR 3</b>	<b>PHOTOGRAPHY PROGRAMMING</b>	<b>ANIMATION POCASTING</b>	<b>PRESENTATION GARAGEBAND</b>
<b>YEAR 4</b>	<b>PHOTOGRAPHY CODE COMBAT</b>	<b>GARAGEBAND PRESENTATION</b>	<b>ANIMATION PODCAST</b>
<b>YEAR 5</b>	<b>GARAGEBAND SCRATCH</b>	<b>PHOTOGRAPHY PODCAST</b>	<b>PRESENTATION ANIMATION</b>
<b>YEAR 6</b>	<b>PRESENTATION KODU</b>	<b>PODCAST ANIMATION</b>	<b>PHOTOGRAPHY e-SAFETY</b>

# YEAR 1

## During computing we will develop our knowledge and understanding of ....

AUTUMN	SPRING	SUMMER
<p><b>Computer Detective</b></p>	<p><b>Kodable Photography</b></p>	<p><b>Garageband Animation</b></p>
<p><b>Computer detective 1</b> The Mouse.</p> <ul style="list-style-type: none"> <li>• <b>IT</b> - be learning how each individual part of the computer works and how to control it properly</li> <li>• <b>IT</b> – be focusing on the mouse we will be using games to improve their control.</li> <li>• <b>DL</b> - be using the games responsibly and as we are online, we will be gaining responsibility for our online safety.</li> </ul> <p><i><b>This links in with PE and gaining the use of fine motor skills.</b></i></p> <p><b>Computer detective 2</b> The Keyboard.</p> <ul style="list-style-type: none"> <li>• <b>IT</b> – be moving our focus to the keyboard this half term.</li> <li>• <b>DL</b> –_through various games, be becoming more familiar as to where each letter is on the keyboard.</li> <li>• <b>DL</b> - will be using the games responsibly and as we are online, will be gaining responsibility for our online safety</li> </ul> <p><i><b>This has links to <u>English</u>.</b></i></p>	<p><b>Kodable</b> Simple coding, instructions.</p> <ul style="list-style-type: none"> <li>• <b>CS</b> – understand what algorithms are; how they are implemented as programs through Kodable</li> <li>• <b>CS</b> – create and debug simple programs.</li> <li>• <b>DL</b> – be learning how to keep our personal information safe online as we will have our own logins to save progress.</li> </ul> <p><b>Photography</b> The world around us.</p> <ul style="list-style-type: none"> <li>• <b>IT</b> – be learning how to save our work using devices such as iPads and tablets in our own individual folder.</li> <li>• <b>IT</b> – be learning how to use the computer to create a collage of our pictures.</li> </ul> <p><i><b>This topic links with art and design technology.</b></i></p>	<p><b>GarageBand</b> Creating your own song</p> <ul style="list-style-type: none"> <li>• <b>DL</b> – be learning about how music technicians work and how they compose and create music using technology.</li> <li>• <b>IT</b> - learn how to save our music on the iPads and how it is stored.</li> </ul> <p><i><b>This topic links with music.</b></i></p> <p><b>Animation</b> The seasons.</p> <ul style="list-style-type: none"> <li>• <b>DL</b> – be learning how simple animations are made and how this is used in the movie industry.</li> <li>• <b>IT</b> – be learning how animation works by animating inanimate objects.</li> </ul> <p><i><b>This topic links with geography and design technology.</b></i></p>

# YEAR 2

## During computing we will develop our knowledge and understanding of ....

AUTUMN	SPRING	SUMMER
<p><b>Touch Typing</b> <b>Lightbot</b></p>	<p><b>Touch Typing</b> <b>Animation</b></p>	<p><b>Touch Typing</b> <b>Photography</b></p>
<p><b>Touch typing 1</b> The Home Row.</p> <ul style="list-style-type: none"> <li>DL – Pupils will be using touch typing to improve their own computer literacy skills learning to use each hand and fingers independently from each other for each letter.</li> <li>DL – pupils will learn that touch typing is a vital skill that can improve their productivity not only in school but in the wider world. - <i>This topic has links with English and maths due to spelling out words and the speed they type which will slowly increase over time.</i></li> </ul> <p><b>Lightbot</b> Simple coding and procedures</p> <ul style="list-style-type: none"> <li>CS – Understand what an algorithm is; how it can be used to program characters.</li> <li>CS - Create and debug simple algorithms to solve levels.</li> <li>CS - Use logic to try and predict what a simple algorithm will do.</li> </ul>	<p><b>Touch typing 2</b> The Top Row</p> <ul style="list-style-type: none"> <li>DL – Pupils will be using touch typing to improve their own computer literacy skills learning to use each hand and fingers independently from each other for each letter. - This will now be focusing on the top and home row. Consolidating previous learning and building on it.</li> <li>DL – pupils will learn that touch typing is a vital skill that can improve their productivity not only in school but in the wider world</li> </ul> <p><b>This topic has links with English and mathematics.</b></p> <p><b>Animation</b> Great fire of London.</p> <ul style="list-style-type: none"> <li>DL – Pupils will be learning how simple animations are made and how this is used in the movie industry.</li> <li>IT – Pupils will be learning how animation works by animating inanimate objects.</li> </ul> <p><b>This topic links with history and design technology</b></p>	<p><b>Touch Typing 3</b> The Bottom Row</p> <ul style="list-style-type: none"> <li>DL – Pupils will be using touch typing to improve their own computer literacy skills learning to use each hand and fingers independently from each other for each letter.</li> <li>DL – pupils will learn that touch typing is a vital skill that can improve their productivity not only in school but in the wider world.</li> </ul> <p><b>This topic has links with English and mathematics.</b></p> <p><b>Photography</b> Nature.</p> <ul style="list-style-type: none"> <li>IT – Pupils will be learning how to save their work using devices such as iPads and tablets in their own individual folder.</li> <li>IT – Pupils will be learning how to use the computer to create a collage of their pictures.</li> </ul> <p><b>This topic links with science.</b></p>

# YEAR 3

## During computing we will develop our knowledge and understanding of ....

AUTUMN	SPRING	SUMMER
<b>Photography</b> <b>Programming</b>	<b>Animation</b> <b>Podcasting</b>	<b>Presentation</b> <b>Garageband</b>
<b>Photography British Artists.</b> <ul style="list-style-type: none"> <li>IT – be learning how to save our work using a shared folder with class codes and initials.</li> <li>IT – be learning how to use the computer to create an imitation of an artist’s work.</li> <li>DL – be learning to use the internet to research our artist and images of their work.  <i>- This has links to art</i></li> </ul> <b>Programming 101.</b> <b>Tynker</b> <ul style="list-style-type: none"> <li>CS – understand what an algorithm is; how it can be used to program characters and backgrounds</li> <li>CS - create and debug simple algorithms. Learn to use loops and conditionals to make their codes simpler</li> <li>CS - use logic to try and predict what a simple algorithm will do.</li> </ul>	<b>Animation France folklore.</b> <ul style="list-style-type: none"> <li>DL– be learning how animations are made and how this is used in the movie industry.</li> <li>IT - be learning how animation works by animating characters to create a story.</li> <li>IT – be using French folklore to recreate a story using computing and animation.  <i>- This topic links with geography and English.</i></li> </ul> <b>Podcasting</b> <b>Stone age – Iron Age.</b> <ul style="list-style-type: none"> <li>DL – be learning about how podcasting came about and how this has developed the radio industry</li> <li>DL – be using the internet to research our topic and create a short script</li> <li>IT – learning how the radio industry has moved forward using technology. <i>- This has links with history, music and English.</i></li> </ul>	<b>Presentation Monet.</b> <ul style="list-style-type: none"> <li>DL – be discussing how presentations can be used in and around the world of work and not only in schools</li> <li>DL – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>DL - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <i>- This has links to art and history</i></li> </ul> <b>Garageband</b> <ul style="list-style-type: none"> <li>CS - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>CS - select, use and combine a variety of software on a range of digital devices to design a piece of music</li> <li>DL - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  <i>– This links with Music and SMSC</i></li> </ul>

# YEAR 4

## During computing we will develop our knowledge and understanding of ....

AUTUMN	SPRING	SUMMER
<b>Photography</b> <b>Code Combat</b>	<b>Garageband</b> <b>Presentation</b>	<b>Animation</b> <b>Podcast</b>
<b>Photography</b> <ul style="list-style-type: none"> <li>• <b>IT</b> – be learning how to save our work using a shared folder with class codes and initials.</li> <li>• <b>IT</b> – be learning how to use the computer to create an imitation of an artist’s work.</li> <li>• <b>DL</b> – be learning to use the internet to research their artist and images of their work.</li> </ul> <p><b><i>This has links to art, geography and SMSC</i></b></p> <b>Code Combat</b> <ul style="list-style-type: none"> <li>• <b>CS</b> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• <b>CS</b> - use sequence, selection, and repetition in programs.</li> <li>• <b>CS</b>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul> <p><b><i>This has links to <b>mathematics</b> and <b>English</b></i></b></p>	<b>Garageband</b> <ul style="list-style-type: none"> <li>• <b>CS</b> - use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• <b>CS</b> - select, use and combine a variety of software on a range of digital devices to design a piece of music.</li> <li>• <b>DL</b> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul> <p><b><i>This links to music, science and geography</i></b></p> <b>Presentation</b> <ul style="list-style-type: none"> <li>• <b>DL</b> – be discussing how presentations can be used in and around the world of work and not only in schools.</li> <li>• <b>DL</b> – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• <b>DL</b> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b><i>This has links to history and <b>English</b></i></b></p>	<b>Animation</b> <ul style="list-style-type: none"> <li>• <b>DL</b>– be learning how animations are made and how this is used in the movie industry.</li> <li>• <b>IT</b> – be learning how animation works by animating characters to create a story.</li> <li>• <b>IT</b> – be using the internet to research and to recreate a story using computing and animation.</li> </ul> <p><b><i>This topic links to geography and <b>English</b></i></b></p> <b>Podcast</b> <ul style="list-style-type: none"> <li>• <b>DL</b> – be learning about how podcasting came about and how this has developed the radio industry.</li> <li>• <b>DL</b> – be using the internet to research their topic and create a short script.</li> <li>• <b>IT</b> – be learning how the radio industry has moved forward using technology</li> </ul> <p><b><i>This has links to geography, music and <b>English</b>.</i></b></p>

# YEAR 5

## During computing we will develop our knowledge and understanding of ....

AUTUMN	SPRING	SUMMER
<b>Garageband</b> <b>Scratch</b>	<b>Photography</b> <b>Podcast</b>	<b>Presentation</b> <b>Animation</b>
<b>Garageband</b> <ul style="list-style-type: none"> <li>• <b>CS</b> - use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• <b>CS</b> - select, use and combine a variety of software on a range of digital devices to design a piece of music.</li> <li>• <b>DL</b> - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• <b>DL</b> -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><b>This links to music, science and geography</b></p> <b>Scratch</b> <ul style="list-style-type: none"> <li>• <b>CS</b> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• <b>CS</b> - use sequence, selection, and repetition in programs.</li> <li>• <b>CS</b>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• <b>CS</b> – know how computer games work?</li> </ul> <p><b>This has links to mathematics and English</b></p>	<b>Photography</b> <ul style="list-style-type: none"> <li>• <b>IT</b> –be learning how to save their work using a shared folder with class codes and initials.</li> <li>• <b>IT</b> –be learning how to use the computer to create an imitation of an artist’s work.</li> <li>• <b>CS</b> – be learning how has technology developed to allow us to create and take pictures such as this?</li> </ul> <p><b>This has links to art, geography and science</b></p> <b>Podcast</b> <ul style="list-style-type: none"> <li>• <b>DL</b> – be learning about how podcasting came about and how this has developed the radio industry.</li> <li>• <b>DL</b> – be using the internet to research their topic and create a short script.</li> <li>• <b>IT</b> – know how the radio industry has moved forward using technology.</li> <li>• <b>CS</b> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p><b>This has links to geography, music and English.</b></p>	<b>Presentation</b> <ul style="list-style-type: none"> <li>• <b>DL</b> – be discussing how presentations can be used in and around the world of work and not only in schools.</li> <li>• <b>DL</b> – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• <b>DL</b> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><b>This has links to science and English</b></p> <b>Animation</b> <ul style="list-style-type: none"> <li>• <b>DL</b>– be learning how animations are made and how this is used in the movie industry.</li> <li>• <b>IT</b> – be learning about the different types of animation available.</li> <li>• <b>IT</b> – be learning how animation works by animating drawings on whiteboards to create a story.</li> <li>• <b>IT</b> – be using the internet to research and to recreate a story using computing and animation.</li> </ul> <p><b>This topic links to religious studies and English</b></p>

# YEAR 6

## During computing we will develop our knowledge and understanding of ....

AUTUMN	SPRING	SUMMER
<b>Presentation Kodu</b>	<b>Podcast Animation</b>	<b>Photography e-Safety</b>
<b>Presentations</b> <ul style="list-style-type: none"> <li>• <b>DL</b> – be discussing how presentations can be used in and around the world of work and not only in schools.</li> <li>• <b>DL</b> – use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• <b>DL</b> - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>• <b>IT</b> – <b>know</b> how to save your work and be able to find it next time.</li> </ul> <p><i><b>This has links to history and English</b></i></p> <b>Kodu</b> <ul style="list-style-type: none"> <li>• <b>CS</b> - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>• <b>CS</b> - use sequence, selection, and repetition in programs.</li> <li>• <b>CS</b>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• <b>CS</b> – How do computer games work?</li> </ul>	<b>Podcasts</b> <ul style="list-style-type: none"> <li>• <b>DL</b> – be learning about how podcasting came about and how this has developed the radio industry.</li> <li>• <b>DL</b> – be using the internet to research their topic and create a short script.</li> <li>• <b>IT</b> – know how the radio industry has moved forward using technology.</li> <li>• <b>CS</b> - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul> <p><i><b>This has links to SMSC, music and English.</b></i></p> <b>Animations</b> <ul style="list-style-type: none"> <li>• <b>DL</b>– Pupils will be learning how animations are made and how this is used in the movie industry.</li> <li>• <b>IT</b> – Pupils will be learning about the different types of animation available.</li> <li>• <b>IT</b> – Pupils will be learning how animation works by animating characters to create a story using a green screen.</li> <li>• <b>IT</b> – Pupils will be using the internet to research and to recreate a story using computing and animation.</li> </ul> <p><i><b>This topic links to history and English</b></i></p>	<b>Photography</b> <ul style="list-style-type: none"> <li>• <b>IT</b> – be learning how to save their work using a shared folder with class codes and initials.</li> <li>• <b>IT</b> – be learning how to use the computer to create an imitation of an artist's work.</li> <li>• <b>DL</b> – be learning how to transfer and upload pictures from one digital source to another.</li> <li>• <b>CS</b> – How has technology developed to allow us to create and take pictures such as this?</li> </ul> <p><i><b>This has links to art, SMSC</b></i></p> <b>e-Safety</b> <ul style="list-style-type: none"> <li>• <b>IT</b> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• <b>CS</b> - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>• <b>DL</b> - Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities</li> </ul>

- **CS** - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

*This has links to **mathematics** and **English***

they offer for communication and collaboration

- **DL** - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact