Drew Primary School
Computing Curriculum Overview
2014-2015

Nursery:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
1 We have confidence	**18** We are shape- makers	**8** We are healthy	**4** We have feelings	**20** We can observe	**20** We can observe (extensions)
2 We can take turns	**6** We are DJs	**12** We are talkers	**21** We are games players	**11** We can understand messages	**19** We are community members
9 We can listen	**10** We can understand instructions	**13** We are digital readers	**5** We can drive	**5** We can drive	**5** We can drive
3 We are successful	**3** We are successful	**3** We are successful (continues as a regular activity)	**16** We can count	**23** We can record soundtracks	**17** We are designers
	24 We are film producers	**15** We can blog	**15** We can blog	**15** We can blog (continues as a regular activity)	**15** We can blog
				22 We are creative	**14** We can email
					7 We can exercise

Drew Primary School
Computing Curriculum Overview
2014-2015

Reception:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Ourselves	**Festivals**	**Traditional tales**	**Animals**	**Spring and growth**	**Summer and transport**
1 We have confidence	**14** We can email	**13** We are digital readers	**18** We are shape- makers	**15** We can blog	**11** We can understand messages
2 We can take turns	**10** We can understand instructions	**12** We are talkers	**7** We can exercise	**20** We can observe	**17** We are designers
2 We can take turns	**6** We are DJs	**24** We are film producers	**8** We are healthy	**8** We are healthy	**16** We can count
9 We can listen	**4** We have feelings	**23** We can record soundtracks	**21** We are games players	**19** We are community members	**5** We can drive

Drew Primary School
Computing Curriculum Overview
2014-2015

Year 1:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Unit 1.1 We are treasure hunters	Unit 1.2 We are TV chefs	Unit 1.3 We are painters	Unit 1.4 We are collectors	Unit 1.5 We are storytellers	Unit 1.6 We are celebrating
The children learn to use simple programmable toys safely and sensibly, as well as showing respect for the work of their peers.	The pupils learn how to use digital video cameras safely and to show respect to those they are filming, including recognising the need for consent and assent.	In searching for images on the web, pupils work initially from a set of carefully chosen sites.	As pupils will be working with the web and searching for images.	The pupils learn to use audio recorders or microphones and audio recording software safely and sensibly.	The pupils have an opportunity to search for images on the web. If they send cards by email they use a class address and consider some aspects of using email safely.

Drew Primary School
Computing Curriculum Overview
2014-2015

Year 2:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Unit 2.1 We are astronauts	Unit 2.2 We are games testers	Unit 2.3 We are photographers	Unit 2.4 We are researchers	Unit 2.5 We are detectives	Unit 2.6 We are zoologists
The pupils may upload their projects to the Scratch website, if they have registered for accounts using a parent's e-mail address. They learn to observe MIT's terms and condition.	There are concerns about the violent nature of some games. Choosing games wisely, including observing PEGI age restrictions and playing in moderation, are aspects of the safe and respectful use of technology that pupils learn about in this unit.	The pupils consider how to stay safe while researching online, and show respect for others' ideas and intellectual property by citing their sources, and using licensed images. Safe search filters are in place for using Google or Bing and school internet access is filtered.	The children also learn about what is acceptable and unacceptable to photograph.	The pupils learn about some of the risks associated with email. They learn that attached files can contain viruses or other harmful programs, that email addresses and embedded links can be 'spoofed', and that 'spam' is a common problem.	The pupils are taught to respect rules for using digital equipment when out of the classroom, to ensure the equipment is kept safe and that they are not so focused on using it that they become unaware of risks around them.

Drew Primary School
Computing Curriculum Overview
2014-2015

Year 3:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Unit 3.1 We are programmers	Unit 3.2 We are bug fixers	Unit 3.3 We are presenters	Unit 3.4 We are network engineers	Unit 3.5 We are communicators	Unit 3.6 We are opinion pollsters
The pupils need to consider copyright when sourcing images for their programs and/or uploading their own work to the Scratch community site. . They learn to use command line diagnostic tools safely and responsibly. They consider the importance of introductions in extending circles of trust. They learn how video conferencing can be used positively, to support learning with a known partner	The pupils could consider the implications of bugs in software.	In filming one another, the pupils need to ensure that the appropriate permission has been obtained, and that they act respectfully and responsibly when filming, editing and presenting their work.	The pupils learn about how networks, including the internet, operate. They learn that data transmitted via the internet is not always encrypted. They consider some of the implications for privacy, e.g. their 'digital footprint' associated with using the internet. They become aware of the importance of DNS for safe use of the internet	The pupils should think about the safe use of email. They learn how email can be used positively. They become aware of some of its risks, including malware attachments, hacked accounts, spam and spoofed links, but also learn how their exposure to such risks can be reduced.	The pupils learn some of the legal and ethical requirements for designing online surveys and processing data. They also consider what information it would be appropriate for them to give in an online survey, and some implications of data processing.

Drew Primary School
Computing Curriculum Overview
2014-2015

Year 4:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Unit 4.1 We are software developers	Unit 4.2 We are toy designers	Unit 4.3 We are musicians	Unit 4.4 We are HTML editors	Unit 4.5 We are co-authors	Unit 4.6 We are meteorologists
The pupils need to consider copyright when sourcing images or media for their programs and/or uploading their own work to the Scratch community site.	The pupils again need to think carefully about copyright in sourcing images and other media for their toy prototypes and presentations, or if uploading their own work to the Scratch community.	The pupils need to think about copyright when sourcing audio or publishing their own compositions.	The pupils learn how easy it is to create content for the web.	The pupils develop a shared wiki, thinking carefully about how to do so safely and responsibly, and considering what conduct is appropriate when collaborating on a shared resource.	The pupils consider the importance of obtaining and using accurate data for any information-processing work.

Drew Primary School
Computing Curriculum Overview
2014-2015

Year 5:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Unit 5.1 We are game developers	Unit 5.2 We are cryptographers	Unit 5.3 We are artists	Unit 5.4 We are web developers	Unit 5.5 We are bloggers	Unit 5.6 We are architects
The pupils need to consider copyright when sourcing images or media for their games and/or uploading their own work to the Scratch community site. Searching for content for their games or viewing others' games also offers an opportunity to develop safe search habits.	The pupils learn how information can be communicated in secret over open channels, including the internet, using cryptography. They learn about the public key system used to sign and encrypt content on the web, and how they can check the security certificates of encrypted websites. They learn about the importance of password security for online identity and consider what makes a secure password.	The unit provides an opportunity to reinforce messages around safe searching and evaluating the quality of online content. If the pupils upload their work for others to see, they should consider the importance of protecting personal information as well as recognising that they are sharing their own copyrighted work with an audience.	E-safety forms the focus of this unit, with the pupils working collaboratively to develop a website in which they present their own authoritative content on a broad range of issues around the safe and responsible use of technology.	The pupils write content for their own or a shared blog, thinking carefully about what can be appropriately shared online.	The pupils should observe good practice when searching for and selecting digital content.

Drew Primary School
Computing Curriculum Overview
2014-2015

Year 6:

Autumn half-term 1	Autumn half-term 2	Spring half-term 1	Spring half-term 2	Summer half-term 1	Summer half-term 2
Unit 6.1 We are app planners	Unit 6.2 We are project managers	Unit 6.3 We are market researchers	Unit 6.4 We are interface designers	Unit 6.5 We are app developers	Unit 6.6 We are marketers
The pupils consider the capabilities of smartphones and tablet computers, and how these can be used purposefully. They become aware of some of the capabilities of these devices, including how they can be used to record and share location information; they consider some of the implications of this.	The pupils use online tools safely and effectively, considering how they can contribute positively to a shared project. Again, they use search engines safely and effectively.	The pupils show regard for the ethical and legal frameworks around conducting interviews and online surveys, such as the need to preserve anonymity and/or confidentiality.	The pupils need to think carefully about copyright in relation to both sourcing and creating their own digital content and user interface components for their apps.	Pupils using their own or the school's tablets or smartphones for this unit need to consider how to do so safely and purposefully.	In marketing their app, the pupils should consider the legal and ethical frameworks around advertising across different media.