The White Hills Park Trust
A Culture of Excellence

Springbank Academy

Curriculum Overview - Computing
Sara Dunn/Charlotte Potter

	Discover	Explore Spring Term – Geography Focus	Belong
N	**All about me** I use technology appropriately through role-play. I can make a Bee-bot or similar move. Key words: Computer Instructions iPad Technology Photo. **Links to expectations for 3 to4 year olds** **Early learning goal** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	**Handa's Surprise** I can recognise some technology that is used at home or school. With support I can programme a Bee-bot (or similar) to make it move for a particular purpose. I can speak to an adult about what I have seen. I can say if something I find on the internet makes me feel bad. **Links to expectations for 3 to4 year olds** **Early learning goal** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.	**Am I ready for school?** I can name and use an iPad with developing control. I can say what will happens (or predict) when I press /swipe on a game using the iPad /whiteboard. I can recognise some technology that is used in places such as home and school. I use technology appropriately through role play. **Links to expectations for 3 to4 year olds** **Early learning goal** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

Personal, Social and Emotional Development	**Physical Development**
remember the rules without an adult reminding them.	Match their developing physical skills to a task or activity in their setting

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R

Farm to food

I use a range of control toys and devices.
I understand that goals can be achieved by following a sequence of steps.
I can make predictions about what a programme will do /do next.
I can name some uses of IT beyond school e.g audio books, listening to music, watching films, creating paintings, send messages.
Keywords
Design
Internet
Login
Online
Patterns
Password
Programme /programming Sequence

Links to EYFS curriculum

Personal, Social and Emotional Development	**Physical Development**
Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Early learning goal

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.

African Adventure

I can follow symbol sequence algorithms
(PE Cards, jump, step etc)
can programme a Bee-bot or similar, **one** instruction at a time and clear it at the end.
I can recognise that there is a problem and say what problem is (plugged or unplugged activities).
I can select and use technology for a particular purpose.
I can access and use simple activities using touch technology with increasing control.

Links to EYFS curriculum

Personal, Social and Emotional Development	**Physical Development**
Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Early learning goal

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.

What make you special?

I can select and use technology for a particular purpose.
I can name a keyboard and mouse and use with developing control.
I can use a digital device to create and store content e.g. taking a photo.
I know that I need to stay safe when using technology.
I know that some information should be kept private.
I know what to do if I see things that upset me online at school.

Links to EYFS curriculum

Personal, Social and Emotional Development	**Physical Development**
Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Early learning goal

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Explain the reasons for rules, know right from wrong and try to behave accordingly.

Y 1

The Great Fire of London

Curriculum links	Resources	Ideas
I am learning to: - understand using computer software to draw and create. **NC - To use technology purposefully to create and manipulate digital content.**	iPad Laptop Partners.	Put a picture of Lieve Verschuier's Great Fire of London painting on the IWB. Challenge the children to create their own version of the painting using Paint software.
I am learning to: -Log on. Moving and clicking a mouse. Using a keyboard to enter and edit text. **N.C - To use technology purposefully to create and manipulate digital content.**	Laptops Partner work.	Model to the children how to open Microsoft Word. Ask the children to type their name. Children to use the program to create a simple story about The Great Fire of London. Support group to use a word mat to support them in

Posting and Places

Curriculum links	Resources	Ideas
I am learning to: – understand that websites are stored on computers all over the world – open, save and edit **NC -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**	Me and my home completed. Me and my home template. Laptops. Partners	Explore the me and my home sheet send from the Inuit friend. This lesson is aimed at adding the missing words into the text and 4 images showing what it looks like in the U.K.
I am learning to: – find maps online – move between programmes on the computer – move data between programmes **NC - use technology purposefully to**	Google Maps Laptops	Display Google Maps on a large screen and show how you can zoom in and out to show locations around the world. Give the children time to explore Google Maps.

To the rescue

Curriculum links	Resources	Ideas
I am learning to: – Understand what an algorithm is. -Follow instructions and See how specific instructions need to be. **NC - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction.**	Algorithm Al song https://www.youtube.com/watch?v=cvk5vIgZAZw Barefoot Computing https://www.barefootcomputing.org/resources/crazy-character-algorithms	Explore Barefoot Computing planning for Crazy Character Algorithms. Create your own instructions for children to check for accuracy.
I am learning to: – Move a Beebot a given number of steps forward. -Turn the Beebot ¼ turns left and right.	Google Maps Laptops	Children to have exploration time with Beebots. Program Beebots to

			completing the activity,	**create, organise, store, manipulate and retrieve digital content.**		Which locations in the U.K. can they find? Add a map image to their Me and my home sheet.	-Program a Beebot to reach an object. **NC - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instruction.** C1 - Word processing (writing link story) C1 - Programming animations	reach objects. Debug any programs when the Beebot doesn't reach. Topic link – the Beebot could act as an emergency vehicle reaching an accident/incident. Use the Beebot iPad App to practise programming using the correct amount of each instruction. Whiteboards can be used alongside this to show children's algorithm knowledge.
	C1 - Computing systems and networks C1 - Creating media digital painting			C1 - Moving a robot - Beebots C1 - Data and information grouping information				

Y 2

Queens Victorian times

Curriculum links	Resources	Ideas
I am learning to: - order algorithms by sequencing events from the Victorian era. **NC - understand what algorithms are and how they work as a sequence of instructions.** **Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**	Interactive white board. Sequencing cards. Pairs.	In pairs using dated sequencing cards to order key events from the Victorian area. Children to search for images using internet explorer connected to their timeline. Class activity: Create your own timeline with your class.

Trading Places – Britain or Brazil

Curriculum links	Resources	Ideas
I am learning to: – decorate a Bee–Bot in a design appropriate to whether it is a town or country mouse – sequence instructions **NC - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.**	BeeBots	Direct BeeBots from a countryside location written on the floor to a town location. Pupils will need to identify the different countryside and town locations before giving their BeeBot instructions to move between them.
I am learning to:	Beebots Whiteboards	Show how to record instructions on a white board. Get different partners

Curriculum links	Resources	Ideas
I am learning to: -Open, save and edit documents. -Use websites to search for images. -Include text boxes. -Change fonts and text sizes and colours. **NC - use technology purposefully to create, organise, store, manipulate and retrieve digital content.** **Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**	Laptops Partners Google Docs	Create a digital E-Safety poster to promote kindness online. Use Google Image search to find related images. Manipulate the images – save and use.

I am learning to: -capture and change digital photographs **N.C** **Use technology safely and respectfully**	iPads Group work	In your groups take photographs of modern images and identify the same item that would have been used in Victorian times. An example would be the current mobile phones.

C2 - What is IT? computing networks
C2 - Digital media - photography taking photographs

– shorten sequences of instructions – refine code using a Repeat command **NC – create and debug simple programs.**	BeeBot online	to trial the directions being travelled between each location from last week. Split class into half. One half use Beebot online and half other Beebots. Beebot group use the maze to travel around and BeeBot online travel through the country road map.
https://beebot.terrapinlogo.com		
I am learning to: – look for mistakes in sequences of instructions – predict the outcome of simple programs and sequences of instructions. **NC – create and debug simple programs.**	BeeBots Printed instructions Printed mazes	Give the pupils written instructions for the BeeBot to travel around a maze. There will be 2 mistakes. Can the pupils decode the instructions and provide a new correct programme? Repeat for new mazes. Trial each maze with the BeeBot. Can they write the correct code for a new maze?

C2 - Creating media making music
C2 - Scratch recap and programming quizzes

		C2 - Multimedia programming - BeeBots C2 - Data and information - pictograms			

Y 3

The Stone Age

Curriculum links	Resources	Ideas
I am learning - how to use an algorithm and log onto and independently use. A computer programme. **NC - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.**	iPads. Scratch Junior	Use scratch to create a Stone Age animation. The children will draw their own Flintstone characters and then plan a simple story in pairs. They can then program their characters to move around the screen to act out their stories. Programme a bee bot to move around a stone age fort.

Source To Sea

Curriculum links	Resources	Ideas
I am learning to: – use the internet to learn about the water cycle – navigate between a range of websites **NC - use technology safely, respectfully, and responsibly. Use search technologies effectively.**	Laptops/iPads Possible websites to search (see below) https://www.discoverwater.org/blue-traveler/ https://www.bbc.co.uk/bitesize/topics/z6p6qp3/articles/z3wpp39	Allow the pupils time to use search engines to research the water cycle. This could involve looking at diagrams or reading information. BBC Bitesize has an interactive page with lots of information.

Curriculum links	Resources	Ideas
I am learning to: – navigate Google Maps	Laptops/iPads Google Maps	Give the pupils chance to identity rivers on

Health / Lifestyles and wellness

Curriculum links	Resources	Ideas
I am learning to: -create digital content that could be shared online. -know what content is appropriate. -using iPads as a filming device. -identify target audience and discuss whether content is age appropriate. **NC - use sequence, selection, and repetition in programs; work with variables and various forms of input and output.**	iPads iMovie GarageBand Camera App	Create an advert (suitable for social media) advertising positive body image or healthy eating. This could feature music, dance, song or spoken text. Use iPads to film and record content before putting it all together. These could be shared with other

Curriculum links	Resources	Ideas
I am learning to: - use ICT technology and virtual reality technology and design to Investigate the Stone Age. - Create a digital presentation. - Discover the features of Google Slides. Add images,	Laptops Partners	To use the internet to gather research about Skara Brae and create an information leaflet. Use word processing skills and insert images to show their research findings.

C3 - Systems and networks - how do devices work

C3 - Multimedia and word processing - creating media making a picture move - (wickeditor)

– follow a river to its source making observations **NC – use a variety of software to create outcomes that accomplish given goals.**		Google Maps. Which rivers can they find in England? Where do they flow? Once rivers are identified pupils are to locate other bodies of water. What can they spot? Can they see any possible river sources. It may be useful identifying a specific river and its source. Can the pupils trace its movement from the sources and where the river meets the sea?

C3 - Multimedia and word processing - introduction to scratch

C3 - Recording data - recap year 2 data handling-

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		year groups or during assemblies.
I am learning to: -plan and create an algorithm for a given problem. -explore different strategies for creating algorithms and discuss the importance of planning before creating an algorithm. - be given a problem to solve and will create	iPads Laptops	Use Scratch The children will program their characters to move around the screen to act out their stories linked to a healthy lifestyle..

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<td>an algorithm to solve it.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</td>
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C3 - Programming and making an object move
C3 - Digital media - making a presentation
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<td>Y 4</td>
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Vikings
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<td>I am learning to:
- use ICT technology and virtual reality technology and design to investigate a topic.

Use technology safely, respectfully and responsibly;</td>
<td>iPads
Laptops
Partners</td>
<td>Understand that sources can contradict each other on the internet (different points of view about why the Vikings invaded Britain)
Find a source that Vikings</td>
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The Amazon
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<td>I am learning to:
-
Create digital food chains using an online program.

NC – use software to create and collect information for a purpose.</td>
<td>Laptops
Digital diagrams website</td>
<td>Use a digital diagram program to create food chains using animals found in the Amazon. Include arrows and text. This could also be created on Google Docs</td>
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<td>I am learning to:
-Collect data digitally.
-Convert written data into digital detail.
-Use Google Sheets to create tables and graphs.
-Compare data (Maths link).

NC - select, use and combine a variety of software</td>
<td>Laptops
Google Sheets</td>
<td>Collect data about what makes us different – gender, eye colour, hair colour.

Visit from a member of the school office team. Discuss data we collect in school. Can we collect data</td>
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recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		were searching for better land for their farms Find a source that some historians believe that the Vikings moved because of overcrowding. Find a source that historians believe that the Vikings moved because of inheritance laws.

Curriculum links	**Resources**	**Ideas**
I am learning to: – navigate Google Maps – finding direct locations making observations. **NC – use a variety of**	Ipads Partners	Using maps online: Recognise that some UK town and city names are based on Viking names such as Derby, York, and places

		to include pictures.
I am learning to: -Create digital quizzes using Google Forms. -Explore how a program can mark and provide answers to questions. **NC - 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**	Laptops Google Forms	Create a digital quiz about the Amazon using Google Forms. Choose from a range of different question types. Learn how to provide the answers so the quiz marks itself at the end.

C4 - Programming and modelling - recap year 3 (Using Turtle academy/ Wickeditor)
C4 - Recording data using graphs (Data Loggers)

(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.		about our class and display it in different digital forms? Use Google Sheets to display data in different graphs.
I am learning to: -Read digital data. -Access areas of websites to collect information. -Present data digitally. **NC - 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,**	iPads Laptops Google Sheets Springbank .academy	Visit our school website and find the staff information page. Collect data showing the information about our staff – this could be gender, hair colour, eye colour, job role. Display the data using Google Sheets – digital table and graphs.

	software to create outcomes that accomplish given goals. **NC – use software to create and collect information for a purpose.**		that end in 'thorpe/kirk'. Use Google maps to locate major cities in the UK (York and Derby).		**analysing, evaluating and presenting data and information.**		
					I am learning to: -Read digital data. -Present data digitally. -Use Google Slides to present information. -Change fonts, text sizes and colours. - Include data collected with titles. **NC - 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.**	Laptops Data previously collected. Google Slides	Use Google Slides to display the data created in previous sessions. Model changing fonts, colours and adding information.

C4 - Digital media - make a podcast
C4 - using the internet safely recap

			c4 - Multimedia and word processing (English)- changing digital images photo editing C4 - Recap - using loops and recap turtle academy (using scratch for shapes)

Y 5

World War II

Curriculum links	Resources	Ideas
I am learning to: - use ICT technology and virtual reality technology and design to investigate life in WWII. Create a digital presentation using Microsoft word. Discover the features of word. Add images, typing skills and formatting text. **NC - select, use and combine a variety of software (including internet services) on a range of digital devices to design and**	Laptops Partners	Children will create their own blog entries about what it was like to live in London during the Blitz- changing text type, adding pictures, videos, audio, adding hyperlinks, making comments.

The Americas

Curriculum links	Resources	Ideas
I am learning to: – use the internet to learn about the Americas and countries located in them, the similarities and differences in trade, tourism and human and physical features between North and South America between a range of websites **NC - use technology safely, respectfully, and responsibly. Use search technologies effectively.**	Laptops/iPads Possible websites to search. Google maps	Allow the pupils time to use search engines to research the countries their location using Google Maps.

Healthy Relationships

Curriculum links	Resources	Ideas
I am learning to: -Use technology safely. -Teach others how to use technology correctly and kindly. -Acknowledge unacceptable and inappropriate behaviour online. -Identify different types of cyber bulling. -Create a digital presentation. -Discover the features of Google Slides. -Add images, animation and sounds to a presentation. -Present learning to other year groups.	Website research iPads Laptops Google Slides	This activity will take place over several sessions. Research about Using the internet safely. Makes a class bank of useful websites that can be referred to during later sessions. Split children into specific groups for research. E.g. Cyberbullying Trusted adults Sharing Privacy Passwords

create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		

Curriculum links	Resources	Ideas
I am learning to: - use ICT to display my findings on information gathered on WII using computer mapping programmes, word processing programmes and data collection programmes to collect and display my findings. . **Use search technologies effectively, appreciate how results are**	Map on iPad or Laptop https://www.mapchart.net/detworld.html	Map out using Google Find Britain and the countries that were invaded by the German army. locate and colour in countries on world interactive map. https://www.mapchart.net/detworld.html

Curriculum links	Resources	Ideas
I am learning to: -understand the importance of not copying text directly from the internet and copywriting. Use technology safely. Create a digital Fact-file. **NC - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.**		Investigate the factors that make each continent a popular destination for international travellers and compare the different types of attractions and activities available. Give pupils a chance to explore internet. What can they learn about The Americas Supply them with a blank online table to complete. The pupils need to understand not the copy the text but

NC - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** **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**		Social Media Vlogs. Children research and create their own presentations using Google Slides around their given area. Children to decide if their presentation is for KS1 and KS2 children. These need to include changes to fonts, text colours and include images and animation. Presentations can be shared with other year groups during E-Safety assemblies.

	selected and ranked, and be discerning in evaluating digital content.		

C5 - multimedia and word processing
C5 -Using the internet

		instead rewrite a short summary of the information in their own words.

C5 - Programming and modelling - (Crumble kit)
C5 - Creating a paper based data base

content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		

C5 - Drawing using digital tools - Creating media
C5 - Exploring conditions - programming

Y 6

The Egyptians

Curriculum links	Resources	Ideas
I am learning to: - use ICT to record sounds and capture both still and video images. To make multimedia presentations that contain: sound, animation and video I may be able to: capture my own sound, video and still images, altering them as appropriate.	Flipbooks Art supplies iPads	Discuss the different types of animation, Drawn Animation, Cut-out Animation, Model Animation or Stop Motion Animation, Generated Imagery First step animation flipbook

The Voyage of Discovery

Curriculum links	Resources	Ideas
I am learning to: -use the internet to collect images, text, and links to information about Charles Darwin -understand the importance of not copying text directly from the internet. **NC - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in**	Laptops Search engines Google Docs NHM Website	Give pupils a char explore the Nati History Museum website. What co they learn about Charles Darwin. S them with a blank table to complete (example below). pupils need to understand not t copy the text but instead rewrite a summary of the information in th own words.

My Body, My Choice

Curriculum links	Resources	Ideas
I am learning to: -Use technology safely. -Create a digital Fact-file. -Discover the features of Google Docs. -Add images and different texts (including text boxes). -Present learning to other year groups. **NC - Select, use and combine a variety of software**	Website research iPads Laptops Google Slides	This activity will take place over several sessions. Use gathered knowledge about the affects of alcohol, grub use and smoking to create a digital fact file. Develop the format using shapes, text boxes, titles,

		http://www.youtube.com/watch?v=rzNDJJ2nCy4 This clip shows the children how to make a simple flipbook animation, step by step. Give the children **pre made** 24-page books, stapled at the top Children to create a growing flower.

C6 - Internet and collaboration - Internet addresses
C6 - Creating media web page creation

Curriculum links	Resources	Ideas
I am learning to use ICT technology and virtual reality technology to design to		Museum buster live workshops Through live activities, interactive

evaluating digital content.			**(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.**		subheadings and images. Consider fonts, colours and specific vocabulary used.
https://www.nhm.ac.uk/					
I am learning to : -use Google Maps to track the route taken by HMS Beagle. **NC – use and combine a variety of software to present information.**	Laptops/iPads Google Maps Printed maps	Give pupils time to locate the starting location of HMS Beagle. Identify the direction travelled and record where the Voyage travelled and in which direction it moved to each location. Locate the journey on a printed map using the digital one for reference and accuracy.			
I am learning to: -use recording tools to create a dialogue of the HMS Beagle route. **NC – select, use, and combine a variety of software to accomplish a given goal.**	iPads Printed maps from the previous week. Google Maps	Show pupils the recording tool on iPads. Give them time to rehearse speaking through the route before recording. Give them the choice of either video recording whilst pointing to the map or a voice over recording. Share work with another year group and save for future teaching.	I am learning to: -use a range of hardware together for a specific purpose. -use filming equipment to create material. -edit and put filming together. - Choose job specific roles suited to individuals. **NC – select, use and combine a variety of software**	iPads Laptops iMovie Camera App Instruments	Create a news report about the affects of Smoking, drug Misuse or alcohol. Develop a types auto-queue to be used during filming. Children to allocate themselves with specific jobs – reporter,

investigate Ancient Egypt. - Create a digital presentation. - Discover the features of Google Slides. - Add images, animation and sounds to a presentation. **NC - 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.**		quizzes and thought-provoking questions your class will enhance their knowledge and understanding of the past. https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/virtual-visit-myth-busting-ancient-egypt	

C6 - Programming and using variables in games
C6 - Collecting data - information and data - spreadsheets

(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. **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.**			studio hook, camera person. Produce a piece of music to be used during the introduction to the report. This could go alongside music session.

C6 - Creating media 3d modelling
C6 - Programming using Micro-bits