



UKS2 Computing Rolling Programme

Year A	Knowledge & Skills	E-safety	Vocabulary
Autumn 1	<p>Information Technology Excel – Spreadsheets To be able to enter labels and numbers into a spreadsheet. To be able to enter formulae into a spreadsheet. To be able to use 'SUM' function to calculate the total of a set of numbers in a range of cells. To be able to identify formulae and enter them into a spreadsheet with confidence. To be able to copy cells. To be able to use a spreadsheet to draw a graph. To be able to change data and formulae in a spreadsheet to answer 'what if...?' questions and check predictions. To be able to use ICT to create pie charts, line graphs and to explain them. <i>Outcome</i> <i>To calculate the costs of meals at a burger bar using formulae and SUM.</i></p>	<p>Staying Safe Online Pupils will further their understanding of respecting others online. <i>Outcome</i> <i>Understand what cyberbullying is.</i></p>	<p>Spreadsheets Complex searches (and/or: q/G) Problem solving Present answers Analyse information Question data Interpret Responsible online communication Informed choices Virus threats Blogs Messaging</p>
Autumn 2	<p>Computer Science Flowol To introduce children to Flowol and how to produce a simple flowchart. To use prompt sheets to write commands. To control simple devices, such as small motors, light bulbs, buzzers, by giving direct instructions. To use simple procedures to control more than one output device. To control output devices, by building a sequence of events, to solve a problem. <i>Outcome</i> <i>To learn commands to operate a turtle</i></p>	<p>Staying Safe Online Pupils will discuss how to stay safe when talking to people online and how to stay respectful. <i>Outcome</i> <i>The impact cyberbullying can have on others.</i></p>	<p>Explore procedures Refine procedures Variable Hardware + software control Change inputs Different outputs Articulate solutions Commands Responsible online communication Informed choices Virus threats Blogs Messaging</p>
Spring 1	<p>Information Technology Databases To be able to search a database using +q and =G. To be able to search a database using 'AND'. To be able to search a database using 'OR'.</p>	<p>Picture Perfect? Pupils will explore the world of online 'influencers' and vloggers on YouTube. They will look at the commercial aspect of vloggers and what happens when it all goes wrong. <i>Outcome</i></p>	<p>Spreadsheets Complex searches (and/or: q/G) Problem solving Present answers Analyse information Question data</p>



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	<p>To be able to create databases and/or spreadsheets, planning the fields, rows and columns carefully so that they fit their function.</p> <p>To be able to create charts, graphs and tables that are then copied and pasted into other documents such as 'word'.</p> <p>To be able to use ICT to create pie charts and explain them.</p> <p>To be able to use ICT to create line graphs and explain them confidently in terms of what they show.</p> <p>To be able to use ICT to test a hypothesis. To be able use a branching database.</p> <p><i>Outcome</i> <i>Demonstrate how to create databases, how we use and design databases.</i></p>	<p><i>Understand who influencers are, name some and how they influence themselves.</i></p>	<p>Interpret Responsible online communication Informed choices Virus threats Blogs Messaging</p>
Spring 2	<p>Digital Literacy Network I can add and retrieve information or files from the pupil-shared network, such as class work or independent research. Understand wireless and wired networks. LAN and WAN Networks.</p> <p>Understand the use of routers, servers and meaning of terms such as "gateways", "hubs" and "switches". Network connects can be establishes through radio or satellite signals, copper wires or fibre-optic cables.</p> <p><i>Outcome</i> I can explain what the internet is. I can explain the difference between the internet and the WWW. I can explain how the internet provides access to the WWW.</p>	<p>Picture Perfect? Pupils will explore the world of online 'influencers' and vloggers on YouTube. They will look at the commercial aspect of vloggers and what happens when it all goes wrong</p> <p><i>Outcome</i> <i>Mental health and social media.</i></p>	<p>Computing devices Internet parts Collaboration Responsibility Searching strategies Webpages Responsible online communication Informed choices Virus threats Blogs Messaging</p>
Summer 1	<p>Information Technology Graphics To be able to save an image document as a gif or jpeg file format, using the 'save as' command (L4) To be able to use the 'save as' when choosing gif or jpeg wherever possible to make the file size smaller (for saving, emailing and future downloading from file) To be able to explore the menu options within graphic publications such as Textease paint and experiment with the images collected, (colour, effects, options, snap to grid, grid settings etc.). To be able to add special effects to alter the appearance of a graphic e.g. word/text art and use of shadow. To be able to choose graphics which are 'Fit for Purpose' and where appropriate to use the most effective text wrapping formats.</p>	<p>My Online Life Pupils will develop their knowledge of what an online community is. They will also look at copyright and how to interpret information found online.</p> <p><i>Outcome</i> <i>To understand self-image and identity.</i></p>	<p>Online sharing Multimedia effects Multimedia modification Transitions Hyperlinks Editing tools Refining Online sharing Responsible online communication Informed choices Virus threats Blogs Messaging</p>



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	<p><i>Outcome</i> <i>Draw and manipulate 3D models independently.</i> <i>Use inference points to draw lines and shapes.</i> <i>Use a wide range of SketchUp tools and concepts including: the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse.</i></p>		
<p>Summer 2</p>	<p>Digital Literacy Online Research—search sensibly for images and video online with awareness that filtering can vary depending on setting in school and at home, avoiding advertising popups and other distractions. They use a range of sources to check validity and recognise different viewpoints. They critically evaluate the information they use, and understand some of the potential dangers of not doing so. Understand Wikis are multi-author web documents which have not always been verified Online publishing Demonstrate safe practice in selecting and uploading appropriate images, text, sound and video to the school website. Extend online publishing to using Podcasting sound and video, creating forums and polls, selecting, and setting up RSS feeds. <i>Outcome</i> <i>I can identify how devices in a network are connected with one another</i> <i>I can identify networked devices around me</i> <i>I can identify the benefits of computer networks</i></p>	<p>My Online Life Pupils will develop their knowledge of what an online community is. They will also look at copyright and how to interpret information found online. <i>Outcome</i> <i>Online reputation</i></p>	<p>Computing devices Internet parts Collaboration Responsibility Searching strategies Webpages Responsible online communication Informed choices Virus threats Blogs Messaging</p>