**Computing Yearly Overview**

We have created a computing yearly overview to help guide teachers in Computing lessons.
Sessions are flexible and can take longer than specified and a review/assessment session should be added at the end of each unit as the teacher sees fit. Digital Literacy is extremely important and therefore should be covered in depth with the children. The lesson examples for all three strands, Computer Science, Information Technology and Digital Literacy are all starting points and examples for teachers to do. All different sessions on Digital Literacy must be completed to ensure full coverage on online safety issues and more general sessions can also be completed in addition to these. For Information Technology, use the ideas given but you can absolutely expand and add to this planning.
We just wanted to ensure teachers had a rough guide as to what to teach and when to teach it but it is not a rigid scheme of work. There is plenty of room for flexibility. Any questions, just ask Lianne at HF and Helen at VV.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | **Digital Literacy - Online Safety** | | **Digital Literacy - Online safety** | | **Digital Literacy - Online safety** | |
| | 1.Villians in our Fairytales<br>2. Rockin' Rules | 1. My online Avatar<br>2. Internet Quest | 1. Goodies and Baddies<br>2. My online profile | 1. Why I should check before I share<br>2. My Wonderful work | 1. Be kind and caring<br>2. Sensible screen use | 1. online communication vs face to face communication<br>2. Super searchers |
| | **Computer Science** – Programming: BeeBots | **Information Technology** -Computing systems: Technology around | **Information Technology** – Creating media: Digital Painting | **Information Technology –** Creating media: Digital Writing | **Information Technology –** Data and information: Grouping data | **Computer Science –** Programming: Introduction to animation |

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| Year 2 | **Digital Literacy - Online safety** | | **Digital Literacy - Online safety** | | **Digital Literacy -** Online safety | |
| | 1. Sticks and stones<br>2. Devices and screen time | 1. online navigators | 1. Fake profiles<br>2. Protecting my privacy | 1. The work of others | 1. Be brave; stand tall<br>2. Real and reliable | 1. Internet idols<br>2. communicating with people we don't know |
| | **Digital Literacy** – Computing systems and networks: IT around us | **Information Technology** – creating media: Digital photography | **Computer Science –** Programming: Robot algorithms | **Information Technology –** Data and information: Pictograms | **Information Technology –** Creating media: Making Music | **Computer Science –** Programming: An introduction to quizzes |
| Year 3 | **Digital Literacy - Online safety** | | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | |
| | 1. Affect reflect<br>2. When screen time goes on too long | 1. Making new friends online<br>2. Buy or sell | 1. Real-life and online identity<br>2. Identifying information | 1. Choose wisely: Should I share?<br>2. Other people's projects | 1. Look closely<br>2. Right or wrong? | 1. Plotting the right path<br>2. Trust tips |
| | **Digital Literacy** – Computing systems and networks: Connecting | **Information Technology –** creating media: animation | **Computer Science –** Programming: Sequence in music | **Information Technology –** Data and Information: Branching | **Information Technology** – Creating media: Desktop publishing | **Computer Science –** Programming: Events and actions |

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| | Computers | | | Databases | | |
| Year 4 | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | |
| | 1. Where on the web? | 1. The what and the why<br>2. opinions, beliefs and facts | 1. Online identities<br>2. My personal information online | 1. They want to be me<br>2. Copyright concerns | 1. Pause before you post<br>2. choosing a safe screen name | 1. but is it true?<br>2. Sleep matters |
| | **Digital Literacy** – Computing systems and networks: The Internet | **Information Technology** – creating media: Photo editing | **Computer Science** - Programming: Repetition in shapes | **Information Technology** – creating media: Audio editing | **Computer Science** - Programming: Repetition in games | **Information Technology –** Data and information: PowerPoint |
| Year 5 | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | |
| | 1. Banter or bullying?<br>2. Recognising negative behaviour | 1. Searching skills<br>2. Is technology bad for our health? | 1. What information should you share online?<br>2. Facts or fiction? | 1. Intrusive apps!<br>2. Search for skills | 1. feeling left out<br>2. misinformation vs disinformation | 1. Beat the bullies!<br>2. Digital wellness |
| | **Digital Literacy** - Computing systems and networks: | **Information Technology** – Creating media: | **Computer Science** programming: selection in physical | **Information Technology –** Data and information: | **Information Technology** – Creating media: | **Computer Science** programming: selection in |

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| | Sharing Information | Video editing | computing | Databases | vector drawings | quizzing |
| Year 6 | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | | **Digital Literacy -** Online safety | |
| | 1. Getting help and recording concerns<br>2. our class code of conduct | 1. Using search engines effectively<br>2. Permission to be you | 1. My online reputation<br>2. How to password | 1. Technology for good<br>2. Spot the scams | 1. gathering evidence<br>2. Online temptations and pressures | 1. Think before you share<br>2. The art of persuasion |
| | **Digital Literacy** - Computing systems and networks: Communication | **Information Technology** – Data and information: Spreadsheets | **Information Technology** – Creating media: Web-page design | | **Computer Science** programming: variables in games | **Computer Science** Creating media: 3D Modelling |