

**Year Plan Sept 2018 – 2019
Computing and ICT Curriculum**

Year 5

Sept 2018	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July 2019
Topic Delivery										
Unit 1 - E-Safety		Unit 2 - The internet and validity of information		Unit 3 - Scratch		Unit 4 - Spreadsheets		Unit 5 - Public Information Systems		Unit 6 - Desktop Publishing
Computing Curriculum Statement – Key Stage 2										
Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour		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		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		Undertake creative projects that involve selecting, using, and combining multiple applications,		Understand computer networks including the internet.		Undertake creative projects that involve selecting, using, and combining multiple applications,
Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web.		use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour		

Year 6

Sept 2018	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July 2019
Topic Delivery										
Unit 1 - E-Safety and hyperlinks		Unit 2 - Animation Actionsript in Firework		Unit 3 - Graphics/Photo and fireworks		Unit 4 - Scratch		Unit 5 - Spreadsheets (Conditional formatting)		Unit 6 - Databases
Computing Curriculum Statement – Key Stage 2										
Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.		Use sequence, selection, and repetition in programs; work with variables and various forms of input and output		Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.		Undertake creative projects that involve selecting, using, and combining multiple applications.		Undertake creative projects that involve selecting, using, and combining multiple applications.
						Solve problems by decomposing them into smaller parts				

Year 7

Sept 2018	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July 2019	
Topic Delivery											
Unit 1 - E-Safety		Unit 2 – Scratch / Graphics		Unit 3 - Flowol			Unit 4 – Computer Systems		Unit 5 – Website design		Unit 6 – Spreadsheets
Computing Curriculum Statement – Key Stage 3											
Understand a range of ways to use technology safely, respectfully, responsibly and securely		Undertake creative projects that involve selecting, using, and combining multiple applications,		Understand several key algorithms that reflect computational thinking			Understand the hardware and software components that make up computer systems		Undertake creative projects that involve selecting, using, and combining multiple applications,		Undertake creative projects that involve selecting, using, and combining multiple applications,
		Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability		Understand the hardware and software components that make up computer systems							

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Year 8

Sept 2018	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July 2019	
Topic Delivery											
Unit 1 - E-Safety – sound editing		Unit 2 – Desk Top Publishing / Grease			Unit 3 – Scratch		Unit 4 Animation – Flash		Unit 5 – Spreadsheets & Databases		Unit 6- Computing Python
Computing Curriculum Statement – Key Stage 2											
<p>Understand a range of ways to use technology safely, respectfully, responsibly and securely.</p> <p>Students do research and deposit the information in Point Point. Students use this as reference material to create a POD cast which they record and edit in Movie Maker which they overlay with facts, audio and music.</p>		<p>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p> <p>Students use the support documents to follow a project.</p>			<p>Undertake creative projects that involve selecting, using, and combining multiple applications</p>		<p>Understand several key algorithms that reflect computational thinking</p>		<p>Design, use and evaluate computational abstractions</p>		<p>Understand the hardware and software components that make up computer systems</p>
		<p>Undertake creative projects that involve selecting, using, and combining multiple applications</p>					<p>Design, use and evaluate computational abstractions</p>		<p>Understand several key algorithms that reflect computational thinking</p>		

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Year 9

Unit Delivery – (Approximate Timings)

Sept 2018	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July 2019
Topic Delivery										
E-Safety		Desk Top Publishing / Video Editing			Hardware and Software Systems & Independent Study			Computing Python and Microbit		
Computing Curriculum Statement – Key Stage 3										
Understand a range of ways to use technology safely, respectfully, responsibly and securely		Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability			Understand the hardware and software components that make up computer systems			Design, use and evaluate computational abstractions		
		Undertake creative projects that involve selecting, using, and combining multiple applications,						Understand several key algorithms that reflect computational thinking		
<u>Skills to acquire:</u> <ul style="list-style-type: none"> ● Group work ● Individual work ● Independent research and group ● Web page skills ● Using the internet safety ● Discriminate against information ensuring an awareness of bias 		<u>Skills to acquire:</u> <ul style="list-style-type: none"> ● DTP tools ● Formatting ● Design ● Awareness of colour, space ● Use of templates ● Awareness of audience 			<u>Skills to acquire:</u> <ul style="list-style-type: none"> ● Awareness of hardware and software ● Independent learning ● Formatting ● Awareness of audience to create instructions (user guide) ● 			<u>Skills to acquire:</u> <ul style="list-style-type: none"> ● Programming ● Block editors ● Explanations ● Screen prints to analyse and describe ● Interpreting code ● Knowledge of authoring code and it's restrictions. 		