



Sparken Hill Academy



Year Group Overviews

In this document we have taken all the I Can Statements from the Whole School Progression Document and sorted them by Year Group. This will hopefully help teachers better embed and cover the computing curriculum. We have also added a few columns for teachers to date as to when they have been covered. These dates can link and correspond to work produced which has been evidenced digitally through Seesaw.

Here is an overview of how we have broken the Computing Curriculum:

Information Technology	Computer Science	Digital Literacy
Word Processing/Typing	Computational Thinking	Self Image and Identity
Data Handling	Programming	Online Relationships
Presentations, Web design and eBook Creation	Computer Networks	Online Reputation
Animation		Online Bullying
Video Creation		Managing Online Information
Photography and Digital Art		Health, Wellbeing and Lifestyle
Augmented Reality and Virtual Reality		Privacy and Security
Sound		Copyright and Ownership



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Year 1 Computing Overview

Year 1 Computing Overview - Information Tech

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Word Processing/ Typing	Co2/I.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	- I can confidently type words quickly and correctly on a digital device. - I can use the space bar to make space and delete to delete letters/ words - I can make a new line using enter/return - I can dictate into a digital device more accurately and with punctuation.				
Data Handling		- I can sort images or text into two or more categories on a digital device. - I can collect data on a topic. - I can create a tally chart and pictogram. - I can record myself explaining what I have done and what it shows me.				
Presentations, web design and eBook Creation		- I can add voice labels to an image. - I can add a voice recording to a storyboard. - I can add speech bubbles to an image to show what a character thinks. - I can import images to a project from the web and camera roll				
Animation		- I can add filters and stickers to enhance an animation of a character. - I can create an animation to tell a story with more than one scene. - I can add my own pictures to my story animation.				
Video Creation		- I can record a film using the camera app. - I can select images and record a voiceover. - I can highlight and zoom into images as I record.				
Photography and Digital Art		- I can edit a photo with simple tools - I can use a paint/drawing app to create a digital image - I can begin to cut out an image to layer on another image.				
Augmented Reality and Virtual Reality		- I can explore an interactive 360 image. - I can scan a trigger image to begin a AR experience. - I can pretend to interact with AR objects.				
Sound		- I can create a sequence of sounds (instruments, apps/software) - I can explore short and long sounds. - I can record my voice and add different effects.				

Year 1 Computing Overview - Computer Science

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Computational Thinking	Co2/I.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	- I understand what algorithms are - I can write simple algorithms - I understand the sequence of algorithms is important - I can debug simple algorithms - I understand that algorithms are implemented as programs on digital devices				
Coding and Programming	- Co2/I.2 create and debug simple programs - Co2/I.3 use logical reasoning to predict the behaviour of simple programs	- I can create a simple program e.g. sequence of instructions for a Bee Bot - I can use sequence in programs I can locate and fix bugs in my program				

Digital Literacy/ESafety - Education For a Connected World Objectives

<u>NC Objectiv</u>	<u>Year 1</u>	<u>Skills</u>	<u>Date Covered</u>		
Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Self Image and Identity	- I can recognise that there may be people online who could make me feel sad, embarrassed or upset. - If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust.			
	Online Relationships	- I can use the internet with adult support to communicate with people I know. - I can explain why it is important to be considerate and kind to people online.			
	Online Reputation	- I can recognise that information can stay online and could be copied. - I can describe what information I should not put online without asking a trusted adult first			
	Online Bullying	I can describe how to behave online in ways that do not upset others and can give examples.			
	Managing Online Information	- I can use the internet to find things out. - I can use simple keywords in search engines - I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.			
	Health ,Well-being and Lifestyle	- I can explain rules to keep us safe when we are using technology both in and beyond the home. - I can give examples of some of these rules.			
	Privacy and Security	- I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). - I can explain why I should always ask a trusted adult before I share any information about myself online.			
	Copyright and Ownership	- I can explain why work I create using technology belongs to me. - I can say why it belongs to me (e.g. 'it is my idea' or 'I designed it'). - I can save my work so that others know it belongs to me (e.g. filename, name on content).			



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Year 2 Computing Overview

Year 2 Computing Overview - Information Tech

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Word Processing/ Typing	Co2/I.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	- I can use the space bar only once between words and use touch to navigate to words letter to edit - I can copy and paste images and text - Use caps locks for capital letters. - I can add images alongside text in a word processed document. - I can dictate longer passages into a digital device with accurate punctuation.				
Data Handling		- I can sort digital objects into a range of charts such as Venn diagrams, carroll diagrams and bar charts using different apps and software. - I can orally record myself explaining what the data shows me. - I can create a branching database using questions				
Presentations, web design and eBook Creation		- I can add voice labels to an image. - I can add a voice recording to a storyboard. - I can add speech bubbles to an image to show what a character thinks. - I can import images to a project from the web and camera roll				
Animation		- I can create multiple animations of an image and edit these together. - I can create a simple stop motion animation. - I can explain how an animation/flip book works				
Video Creation		- I can write and record a script using a teleprompter tool. - I can use tools to add effects to a video - I can begin to use green screen techniques with support				
Photography and Digital Art		- I can edit a photo (crop, filters, mark up etc) - I can select and use tools to create digital imagery - controlling the pen and using the fill tool - I can cut images with accuracy to layer on other images.				
Augmented Reality and Virtual Reality		- I can draw my own 360 image and explore it in VR. - I can bring objects into my surroundings using Augmented Reality. - I can create my own QR code.				
Sound		- Create a musical composition using software - I can record my own sound effects. - I can record my voice over a compositions to perform a song.				

Year 2 Computing Overview - Computer Science

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Computational Thinking	Co2/I.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	- I can write algorithms for everyday tasks - I can use logical reasoning to predict the outcome of algorithms - I understand decomposition is breaking objects/processes down - I can implement simple algorithms on digital devices (Bee Bots, Apps: Daisy the Dino) - I can debug algorithms				
Coding and Programming	- Co2/I.2 create and debug simple programs - Co2/I.3 use logical reasoning to predict the behaviour of simple programs	- I understand programs execute by following precise and unambiguous instructions - I can create programs on a variety of digital devices - I can debug programs of increasing complexity - I can use logical reasoning to predict the outcome of simple programs				

Digital Literacy/ESafety - Education For a Connected World Objectives

<u>NC Objectiv</u>	<u>Year 2</u>	<u>Skills</u>	<u>Date Covered</u>		
Co2/I.5 recognise common uses of information technology beyond school Co2/I.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Self Image and Identity	- I can explain how other people's identity online can be different to their identity in real life. - I can describe ways in which people might make themselves look different online. - I can give examples of issues online that might make me feel sad, worried, uncomfortable or frightened; I can give examples of how I might get help.			
	Online Relationships	- I can use the internet to communicate with people I don't know well (e.g. email a penpal in another school/ country). - I can give examples of how I might use technology to communicate with others I don't know well.			
	Online Reputation	- I can explain how information put online about me can last for a long time. - I know who to talk to if I think someone has made a mistake about putting something online.			
	Online Bullying	- I can give examples of bullying behaviour and how it could look online. - I understand how bullying can make someone feel. - I can talk about how someone can/would get help about being bullied online or offline.			
	Managing Online Information	- I can use keywords in search engines. - I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). - I can explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri). - I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. - I can explain why some information I find online may not be true.			
	Health ,Well-being and Lifestyle	- I can explain simple guidance for using technology in different environments and settings. - I can say how those rules/guides can help me			
	Privacy and Security	- I can describe how online information about me could be seen by others - I can describe and explain some rules for keeping my information private. - I can explain what passwords are and can use passwords for my accounts and devices. - I can explain how many devices in my home could be connected to the internet and can list some of those devices.			
	Copyright and Ownership	- I can describe why other people's work belongs to them. - I can recognise that content on the internet may belong to other people.			