



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 3 Computing Overview

Year 3 Computing Overview - Information Tech

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Word Processing/ Typing	Co2/I.6 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.	- I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/d/f/g, and use right fingers for h/j/k/l - I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows. - I can use cut, copy and paste to quickly duplicate and organise text.				
Data Handling		- I can create my own sorting diagram and complete a data handling activity with it using images and text. - I can start to input simple data into a spreadsheet. - I can create a feelings chart exploring a story or character's feelings.				
Presentations, web design and eBook Creation		- I can create an interactive comic with sounds, formatted text and video. - I can annotate an image with videos - I can create a simple web page. - I can create a simple digital timeline/mindmap				
Animation		- I can create animations of faces to speak in role with more life-like realistic outcomes. - I can improve stop motion animation clips with techniques like onion skinning. - I can use animation tools in presenting software to create simple animations.				
Video Creation		- I can sequence clips of mixed media in a timeline and record a voiceover - I can trim and cut film clips and add titles and transitions - I can independently create a green screen clip. - I can create my own movie trailer.				
Photography and Digital Art		- I can confidently take and manipulate photos - I can create a digital image using a range of tools, pens, brushes and effects - I can create transparent images with Instant Alpha				
Augmented Reality and Virtual Reality		- I can create my own digital 360 image and explore it in VR - I can create my own images and bring it into my surroundings through AR.				
Sound		- I can create and edit purposeful compositions using music software to create mood or a certain style - I can experiment with live loops to create a song.				

Year 3 Computing Overview - Computer Science

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Computational Thinking	- Co2/I.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Co2/I.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output	- I can create algorithms for use when programming - I can decompose tasks (such as animations) into separate steps to create an algorithm - I understand abstraction is focusing on important information - I can identify patterns in an algorithm I can use repetition in algorithms				
Coding and Programming	- Co2/I.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Co2/I.4 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	- I can design and create programs - I can write programs that accomplish specific goals - I can use repetition in programs I can work with various forms of input				
Computer Networks	Co2/I.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- I understand that computers in a school are connected together in a network - I understand why computers are networked - I understand the difference between the Internet and the World Wide Web (WWW)				

Digital Literacy/ESafety - Education For a Connected World Objectives

<u>NC Objectives</u>	<u>Year 3</u>	<u>Skills</u>	<u>Date Covered</u>			
Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Self Image and Identity	- I can explain what is meant by the term 'identity'. - I can explain how I can represent myself in different ways online. - I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).				
	Online Relationships	- I can describe ways people who have similar likes and interests can get together online. - I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). - I can explain some risks of communicating online with others I don't know well. - I can explain how my and other people's feelings can be hurt by what is said or written online. - I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.				
	Online Reputation	- I can search for information about myself online. - I can recognise I need to be careful before I share anything about myself or others online. - I know who I should ask if I am not sure if I should put something online.				
	Online Bullying	- I can explain what bullying is and can describe how people may bully others. - I can describe rules about how to behave online and how I follow them.				

Digital Literacy/ESafety - Education For a Connected World Objectives

<u>NC Objectives</u>	<u>Year 3</u>	<u>Skills</u>	<u>Date Covered</u>		
Co2/I.4 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 Co2/I.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Managing Online Information	- I can use key phrases in search engines. - I can explain what autocomplete is and how to choose the best suggestion. - I can explain how the internet can be used to sell and buy things - I can explain the difference between a 'belief', an 'opinion' and a 'fact'.			
	Health ,Well-being and Lifestyle	I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films,			
	Privacy and Security	- I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. - I understand and can give reasons why passwords are important. - I can describe simple strategies for creating and keeping passwords private. - I can describe how connected devices can collect and			
	Copyright and Ownership	- I can explain why copying someone else's work from the internet without permission can cause problems. - I can give examples of what those problems might be.			



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Year 4 Computing Overview

Year 4 Computing Overview - Information Tech

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Word Processing/ Typing	Co2/1.6 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.	- I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets. - Confidently and regularly use text shortcuts such as cut, copy and paste and delete to organise text - Use font sizes appropriately for audience and purpose.\Use spell check and thesaurus including through Siri and other AI technology				
Data Handling		- I can create my own online multiple choice questionnaire. - I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. - I understand how data is collected.				
Presentations, web design and eBook Creation		- I can create an interactive quiz eBook introducing hyperlinks. - I can create an eBook with text, images and sound. - I can create a presentation demonstrating my understanding with a range of media. - I can create a digital timeline/mindmap and include different media - sound and video.				
Animation		- I can take multiple animations of a character I have created and edit them together for a longer video. - I can use software to create a 3D animated story. - I can use line draw tool to create animations.				
Video Creation		- I can add music and sound effects to my films - I can add animated titles and transitions - I can add simple subtitles to a video clip. - I can use confidently use green screen adding animated backgrounds.				
Photography and Digital Art		- I can enhance digital images and photographs using crop, brightness, contrast & resize - I can manipulate shapes to create digital art. - I can draw a series of images and export as an animated GIF				
Augmented Reality and Virtual Reality		- I can create my own 360 video. - I can use the camera to create a 360 image. - I can add multiple objects into my surroundings through AR to explain a concept.				
Sound		- Edit sound effects for a purpose. - Create a simple four chord song following the correct rhythm. - I can record a radio broadcast or audiobook.				

Year 4 Computing Overview - Computer Science

Computing Strand	NC Objectives	Skills/Knowledge	Date covered			
Computational Thinking	- Co2/I.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Co2/I.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output	- I can use abstraction to focus on what's important in my design - I can write increasingly more precise algorithms for use when programming. - I can use simple selection in algorithms - I can use logical reasoning to detect and correct errors in programs				
Coding and Programming	- Co2/I.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - Co2/I.4 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	- I can use simple selection in programs - I can work with various forms of output - I can use logical reasoning to systematically detect and correct errors in programs - I can work with various forms of output				
Computer Networks	Co2/I.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	- I understand that servers on the Internet are located across the planet - I understand how email is sent across the Internet - I understand how the Internet enables us to collaborate				

Digital Literacy/ESafety - Education For a Connected World Objectives

<u>NC Objectives</u>	<u>Year 4</u>	<u>Skills</u>	<u>Date Covered</u>			
Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Self Image and Identity	- I can explain how my online identity can be different to the identity I present in 'real life' - Knowing this, I can describe the right decisions about how I interact with others and how others perceive me.				
	Online Relationships	- can describe strategies for safe and fun experiences in a range of online social environments - I can give examples of how to be respectful to others online.				
	Online Reputation	- I can describe how others can find out information about me by looking online. - I can explain ways that some of the information about me online could have been created, copied or shared by others.				
	Online Bullying	- I can identify some online technologies where bullying might take place. - I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). - I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).				

Digital Literacy/ESafety - Education For a Connected World Objectives

<u>NC Objectives</u>	<u>Year 4</u>	<u>Skills</u>	<u>Date Covered</u>		
Co2/I.4 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 Co2/I.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Managing Online Information	- I can analyse information and differentiate between ‘opinions’, ‘beliefs’ and ‘facts’. I understand what criteria have to be met before something is a ‘fact’. - I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites). - I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. - I can explain that some people I ‘meet online’ (e.g. through social media) may be computer programmes pretending to be real people. - can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.			
	Health ,Well-being and Lifestyle	- I can explain how using technology can distract me from other things I might do or should be doing. - I can identify times or situations when I might need to limit the amount of time I use technology. - I can suggest strategies to help me limit this time.			
	Privacy and Security	- I can explain what a strong password is. - I can describe strategies for keeping my personal information private, depending on context. - I can explain that others online can pretend to be me or other people, including my friends - I can suggest reasons why they might do this - I can explain how internet use can be monitored.			
	Copyright and Ownership	- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. - I can give some simple examples.			