| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| Autumn 1 | **Mouse Control**: Use **Doozla** to gain a greater skill using the mouse, **clicking**, **selecting** colours and drawing shapes. | **Keyboard Skills**: Use **Word** to practice typing, and learn to **change colour**, **font** and **size**.<br><br>Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Keyboard Skills**: Use **Swift Publisher** to practice typing, reinforcing how to change colour, font and size whilst using **Text Boxes**.<br><br>Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Coding**: Introduction to **Scratch** and **Micro:Bits**. Understand the basic concept of coding and that there are **different ways** of coding.<br><br>**Digital Literacy**: Build on skills using computers including **saving and reopening work** independently. | **Coding**: Introduction to **Scratch** and **Micro:Bits**. Understand the basic concept of coding and that there are different ways of coding. Experiment with making **simple programs**.<br><br>**Digital Literacy**: Build on skills using computers including **saving and reopening work** independently and using **full-screen mode**. | **Coding**: Introduction to **Scratch** and **Micro:Bits**. Understand the concept of coding and how we can use **different languages**. Create **functional programs** on the Micro:Bit such as a compass.<br><br>**Digital Literacy**: Understand how to **download files** (from Micro:Bit) and install them onto the **external device**. | **Coding**: Reinforce **Scratch** and introduction to **Micro:Bits**. Understand the concept of coding and how we can use **different languages**. Use code to create **real-world programs**, such as a compass or a game of frustration.<br><br>**Digital Literacy**: Understand how to **download files** (from Micro:Bit) and install them onto the **external device**. |
| Autumn 2 | **Mouse Control**: Use a variety of online resources such as **maths games** to practice mouse control. **Clicking** and **dragging** correct answers should improve **hand-eye co-ordination**.<br><br>**Keyboard Skills**: Use **Big Brown Bear** keyboard game to help with beginning to locate letters on the keyboard. | **Digital Literacy**: Use **Swift Publisher** and learn how to type in, **delete** and **resize** text boxes. Import i**mages** into Swift Publisher and learn how to **resize** them.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Digital Literacy:** Learn how to **delete** and **resize** text boxes. Import i**mages** into Swift Publisher and learn how to **resize** them.<br><br>Use **Art Text** to create eye catching titles for our work.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Coding**: Use **Scratch** to build basic programs and **algorithms**, whilst **bug fixing** and improving code throughout. Encourage children to **think logically** in order to **predict** the output that the code will create.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** games to strengthen letter recognition on the keyboard. | **Coding**: Use knowledge of code to **design** and **create** a basic **platform game** using Pixel Press Floors. **Refine** and improve this by using **constructive criticism** from friends. Learn to **fix bugs** and to be **resilient** whilst developing **logical thinking** practices.<br><br>**Digital Literacy**: Understand how and why we **save files** in certain places and how important it is to **name them** correctly. | **Coding**: Create programs that can control **external devices**, such as using **Bluetooth** to control the **iPads**.<br><br>**Digital Literacy**: Understand how and why we **save files** in certain places and how important it is to **name them** correctly. | **Coding**: Use **Javascript** to create programs that can control **external devices**, such as using **Bluetooth** to control the **iPads** or **writing a script** to program the Mac Suite **LED** strip lights.<br><br>**Digital Literacy**: Understand how and why we **save files** in certain places and how important it is to **name them** correctly. |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Spring 1 | **Mouse Control**: Use a variety of online and offline resources such as **maths games** and **painting programs** to practice mouse control. **Clicking** and **dragging** correct answers should improve **hand-eye co-ordination**.<br><br>**Keyboard Skills**: Use **Big Brown Bear** keyboard game to help with beginning to locate letters on the keyboard. | **Key Programs**: Use **Swift Publisher** to create documents related to **topic work** in class. Use a combination of **pictures**, **text** and colours to make posters.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Key Programs**: Use **Swift Publisher** to create documents related to topic work in class. Use a combination of **pictures**, **text** and colours to make posters. Use **Art Text** to create **titles and labels**.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Key Programs**: Become confident at using the **Office** suite by learning the fundamentals of **Word**, **Excel** and **Powerpoint**. Experiment with text **formatting** and **alignment**, images and **basic formulas**.<br><br>**E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps. | **Key Programs**: Increase confidence using the **Office** suite by learning the fundamentals of **Word**, **Excel** and **Powerpoint**. Experiment with text formatting and alignment, images and **formulas** to **model basic data**.<br><br>**E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps. | **Key Programs**: Build confidence on computers by using programs such as **Photoshop** and **Illustrator** to **edit and manipulate images**. Work towards making an e-safety comic strip with our own illustrations.<br><br>**E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps. | **Key Programs**: Build confidence on computers by using programs such as **Photoshop** and **Illustrator** to **edit and manipulate images**. Work towards making an e-safety comic strip with our own illustrations.<br><br>**E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps. |
| Spring 2 | **Mouse Control**: Use a variety of online and offline resources such as **maths games** and **painting programs** to practice mouse control. **Clicking** and **dragging** correct answers should improve **hand-eye co-ordination**.<br><br>**Keyboard Skills**: Use **Big Brown Bear** keyboard game to help with beginning to locate letters on the keyboard. | **Key Programs**: Use **Swift Publisher** to create documents related to topic work in class. Use a combination of **pictures**, **text** and colours to make posters. Use **Art Text** to create **titles and labels**.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Key Programs**: Build **confidence** in different programs by using programs such as **Photoshop** and **Illustrator** to **edit and manipulate images**.<br><br>**Key Programs**: Experiment further with **formula** in Excel and **design graphs and charts** to display data. Link with classes science project. | **Key Programs**: Build **confidence** in different programs by using programs such as **Photoshop** and **Illustrator** to **edit and manipulate images**.<br><br>**Key Programs**: Experiment further with **formula** in Excel and **design graphs and charts** to display data. Link with classes science project. | **Key Programs**: Build **confidence** on computers by using programs such as **Photoshop** and **Illustrator** to edit and manipulate images. Work towards making an **e-safety comic strip** with our own illustrations.<br><br>**E-Safety**: Continue with comic strip to share **e-safety advice** with younger children. | **Coding**: Use **Swift Playgrounds** on the **iPads** to learn **Swift** code which can then be used to make **iOS applications**. (Alternate this between half of the class whilst the other half work on their e-safety comic strips.)<br><br>**E-Safety**: Continue with comic strip to share **e-safety advice** with younger children. |

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Summer 1 | **Key Programs**: Use **Safari** to play **online games** and **activities** such as **Education City** and **Phonics Play**. Become confident opening and closing websites in Safari.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Key Programs**: Use **Safari to find images** and **Swift Publisher** to create documents related to topic work in class. Use a combination of **pictures**, **text** and colours to make posters. Use **Art Text** to create **titles and labels**.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Key Programs**: Use **Safari to find images** and **Swift Publisher** to create documents related to topic work in class. Use a combination of **pictures**, **text** and colours to make posters. Independently use **Art Text** to create **titles and labels**.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Coding**:Use **Scratch with confidence** to create applications and games **around a theme**. Create graphics such as **sprites** and **backgrounds** to personalise work.<br><br>**Creative Computing**: Use **Pixel Press Floors** and **iPads** to **design**, **create**, **actualise** and **improve** computer games. | **Coding**:Use **Scratch with confidence** to create applications and games **around a theme**. Create graphics such as **sprites** and **backgrounds** to personalise work.<br><br>**Creative Computing**: Use **Pixel Press Floors** and **iPads** to **design**, **create**, **actualise** and **improve** computer games. | **3D Design**: Use **3D design software** (SketchUp or AutoCad) to design a **3D object** based around the class topic. **Refine** and improve this design with peer feedback.<br><br>**Coding**: Continue to develop coding skills using a mixture of **Scratch** and **MicroBits**. Ensure **logical reasoning** and **problem solving skills** are robust amongst pupils. | **Coding**: Use **Swift** to build some basic **quiz-style apps** for the **iPads using Xcode**. Prototype using **Scratch**.<br>Use **buttons**, **segues** and **variables** to keep track of lives lost during the game.<br><br>**Key Programs**: Use **Photoshop** to create **graphics** and other **visual elements** for our app design. |
| Summer 2 | **E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **E-Safety**: Consider **dangers** that we may face online and **how to stay safe**. Discuss different ways of getting online besides using a computer and why we **need to be careful**. e.g. online gaming and messaging apps<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Key Programs**: Use **Safari** to play **online games** and **activities** such as **Education City** and **Phonics Play**. Become confident opening and closing websites in Safari.<br><br>**Keyboard Skills**: Use **BBC Touch Typing** to improve letter recognition on the keyboard. | **Coding**:Use **Scratch with confidence** to create applications and games **around a theme**. Create graphics such as **sprites** and **backgrounds** to personalise work.<br><br>**Creative Computing**: Use **Pixel Press Floors** and **iPads** to **design**, **create**, **actualise** and **improve** computer games. | **Coding**:Use **Scratch with confidence** to create applications and games **around a theme**. Create graphics such as **sprites** and **backgrounds** to personalise work.<br><br>**Creative Computing**: Use **Pixel Press Floors** and **iPads** to **design**, **create**, **actualise** and **improve** computer games. | **Coding**: Use **Code Club challenges** to stretch the pupils with their coding ability. Try and make a basic **paint program using just Scratch**.<br><br>**3D Design**: **Print** 3D models using the **3D printer** if possible. | **Coding**: Use **Swift** to build some basic **quiz-style apps** for the **iPads using Xcode**. Prototype using **Scratch**.<br>Use **buttons**, **segues** and **variables** to keep track of lives lost during the game.<br><br>**Digital Literacy**: Learn to Package and Deploy the apps to the class iPads. |