

Rowley Park Academy

Computing Overview

Year group			Autumn (12 wks)	Spring (12wks)	Summer (12wks)		
EYFS	Cycle A	THE BIG PICNIC BAKE OFF WELLBEING – CLASS/SCHOOL COMMUNITY Cooking and nutrition DT skills	<u>You and Me</u> How can we share our school experiences with our families?	<u>Let’s Celebrate</u> How can we create a performance for our families?	<u>Let’s Visit</u> How can we show our families and friends the places we’d like to visit?	<u>Ship Ahoy!</u> How can we discover the history and secrets of the sea?	<u>On Show</u> How can we retell a favourite story to our friends and families?
			EYFS - Big Adventure Picnic	Hook Pumpkin Party Santa Visit	Hook Local visit	Hook Pirate Day	Hook Puppet Show
	Cycle B		<u>You and me</u> How can we share our school experiences with our families?	<u>Let’s Celebrate</u> How can we create a performance for our families?	<u>Say hello to Community Heroes</u> How can we say thank you to the people that help us?	<u>It’s a Magical World</u> How can we transform an area of our school into a magical world?	<u>We Love Books</u> How can we tell people about our favourite story? (Outcome: Nur. Become a favourite book character Rec. Rewrite a favourite book)
			EYFS - Big Adventure Picnic	Hook Pumpkin Party Santa Visit	Hook Fire station/visit	Hook Lichfield/Cannock chase fairy forest	Hook Telford Wonderland
		In EYFS computing is mainly centred around play-based, unplugged (no computer) activities that focus on building children’s listening skills, curiosity and creativity and problem solving. Technology in the EYFS means giving the children opportunities such as: <ul style="list-style-type: none"> • taking a photograph with a camera or tablet • searching for information on the internet • playing games on the interactive whiteboard • exploring an old typewriter or other mechanical toys – figuring out how things work • using a Beebot • watching a video clip • listen to music • Operate a simple APP on the ipad • Giving and following instructions. • Having access to technology - access to ipads, class screen and desktop computers within the provision 					

Year 1/2 Cycle A		<p><u>Sparks Will Fly</u> How can we teach our families to be safe at home? (History/Art)</p> <p>Children to use iMovies to create their own short film using photos and videos that they have recorded. To manipulate content through simple voice overs, filters and text.</p> <p>Hook Visit from the fire station/or to the fire station</p> <p>Outcome Film</p>	<p><u>Heroes and Villians</u> <i>How can we share the impact of heroes past and present and inspire others to be heroes? (History/PSHE)</i></p> <p>Year 1 – Children will be introduced to simple programs through physical Beebot and unplugged computing sessions, before moving onto Beebot Apps. During this time children will be introduced to algorithms (instructions). Children will create and run programmes and begin to predict the behaviour. Children will begin to debug code through problem solving activities.</p> <p>Bee Bot, Bee Bot app, Unplugged sessions (instructions).</p> <p>Year 2 – Using scratch junior, children to create a program a simple animation, debugging as needed, to achieve a set goal e.g move across the screen and deliver a message.</p> <p>Hook Community Visitors/St John’s ambulance</p> <p>Outcome <i>Book....</i></p>	<p><u>Buckets, Spades and Umbrellas</u> How can we make a product to use at the beach? (Geography/DT)</p> <p>Using iPads children to create a weather report using a green screen (simple iMovies green screen). Children will have opportunities to record videos and photos to create their digital content. This will also present opportunities to discuss and look at digital content and how IT is used beyond school.</p> <p>Children will explore relationships including using technology respectfully and who to go to for help when online linking to Jigsaw PSHE relationships.</p> <p>Hook In school ‘beach day’ followed by an end of challenge pack visit to the seaside</p> <p>Outcome Sharing their beach products – having a stand at the Summer Fair.</p>
		<p>Coverage C1.2d, C1.4a, C1.4b, C1.4c</p>	<p>Coverage Year 1 C1.3a, C1.3c Year 2 C1.3a, C1.3b, C1.3c, C1.3d</p>	<p>Coverage C1.1b, C1.1c, C1.1a, C1.2c, C1.2a, C1.4a, C1.4b, C1.4c</p>
Year1/2 Cycle B		<p><u>We Are Family</u> How can we create a gallery of ourselves? (History/Art)</p> <p>Linked to Geography fieldwork children will use technology to take photos and videos of the local</p>	<p><u>Really Rural, Utterly Urban</u> How can we produce a locally sourced traditional breakfast for our family? (Geography/DT - Food)</p> <p>Year 1 – Children will be introduced to simple programs through physical Beebot and unplugged</p>	<p><u>Feeling hot, hot, hot or cold, cold, cold!</u> How can we protect animals around the world? (Geography/Art)</p> <p>Children to use technology to create a presentation/ multimedia project to be shared</p>

		<p>area and begin to use simple editing techniques to enhance these e.g filter and crop.</p> <p>As part of their work on portraits children can use technology to create digital portrait using relevant apps (paint, keynote, art app).</p> <p style="text-align: center;">Hook</p> <p style="text-align: center;">Local Artist/Workshop/People in Portraits (Aston Hall)</p> <p style="text-align: center;">Outcome</p> <p style="text-align: center;">Gallery</p>	<p>computing sessions, before moving onto Beebot Apps. During this time children will be introduced to algorithms (instructions). Children will create and run programmes and begin to predict the behaviour. Children will begin to debug code through problem solving activities.</p> <p style="text-align: center;">Bee Bot, Bee Bot app, Unplugged sessions (instructions).</p> <p>Year 2 – Using scratch junior, children to create a program a simple animation, debugging as needed, to achieve a set goal e.g move across the screen and deliver a message.</p> <p style="text-align: center;">Hook</p> <p style="text-align: center;">Essington Fruit Farm/Supermarket Visit</p> <p style="text-align: center;">Outcome</p> <p style="text-align: center;">Breakfast Picnic for family members.</p>	<p>within the school community to support outcome to raise awareness of animal protection. Children to use their own photographs and videos as well as content found online. Children to make choices about their project and consider how to manipulate the content through voice over, annotations etc.</p> <p>Children will explore relationships including using technology respectfully and who to go to for help when online linking to Jigsaw PSHE relationships.</p> <p style="text-align: center;">Apps to support: clips, iMovie, keynote, chatterkid.</p> <p style="text-align: center;">Hook</p> <p style="text-align: center;">Safari Park</p> <p style="text-align: center;">Outcome</p> <p style="text-align: center;">Fundraiser/Raise awareness Sponsored animal</p>
		<p>Coverage C1.1b, C1.1a</p>	<p>Coverage Year 1 C1.3a, C1.3c</p> <p>Year 2 C1.3a, C1.3b, C1.3c, C1.3d</p>	<p>Coverage C1.2c, C1.2a, C1.2d, C1.1a</p>
<p>Year 3/4 Cycle A</p>		<p style="text-align: center;"><u>Catastrophe!</u></p> <p style="text-align: center;">How can we help those affected by.....? (Geography/DT)</p> <p>Children to search and create databases to share statistical information about the catastrophe. To Begin children will explore databases that have been created to see what information they can gain and how different databases are used. Children will then collect data to create their own database. E.g Number of earthquake/floods/droughts in the last year.</p> <p>Children to create a multimedia presentation to persuade the community to support their</p>	<p style="text-align: center;"><u>History Detectives</u></p> <p style="text-align: center;">How can we communicate who made the earliest changes to Britain? (History/Art)</p> <p>Year 3 - Introduction to the use of scratch for coding. Children to create simple animation using code and variables to create a historic outcome. Inputs to flow in a sequence and children to begin to debug any errors in code.</p> <p>Year 4 – Children will create a simple animation (Scratch Tutorial). Create a sequence of inputs and outputs to accomplish their goal and use repetition.</p>	<p style="text-align: center;"><u>The Toymaker’s Apprentice</u></p> <p style="text-align: center;">How can we create a toy to encourage communication between younger children? (History/DT)</p> <p>Children to create a stop animation to introduce a toy for younger children (film – The Maker can be used as inspiration for video). Use stopmotion app to create video.</p> <p>Linked to their PSHE work on relationships children will look at how to keep safe online and who to go to for help.</p> <p style="text-align: center;">Hook</p>

		<p>outcome. Within their presentations children can choose different software/apps including iMovies, Keynote, clips, PowerPoint to create their content.</p> <p>J2data - https://www.j2e.com/j2data/</p> <p>Hook British Red Cross Introducing Emergencies/ Charity Visit/Freshwater Workshops</p> <p>Outcome Charitable act to support community</p>	<p>Children will be introduced to variables such as “If” “Wait” “Until”. As children work through code they will need to use their reasoning skills to detect and debug their simple algorithms.</p> <p>Scratch</p> <p>Hook BMAG Museum</p> <p>Outcome Museum in a box</p>	<p>Toy Workshop/Childhood Museum</p> <p>Outcome: Toy workshop with their identified class.</p>
		<p>Coverage C2.1b, C2.2a, C2.2b, C2.2c, C2.2d</p>	<p>Coverage C2.3a C2.3b C2.3c C2.3d C2.3e C2.3f</p>	<p>Coverage C2.1b, C2.1c , C2.4c, C2.4a</p>
<p>Year 3/4 Cycle B</p>		<p><u>Around the World in 80 Beats</u> How can we represent music from around the world? (Geography/Music/Digital Art/DT)</p> <p>Children to create posters/CD covers linked to the artwork of their chosen geographical locations, to create a display, advert or promotion for their musical performance. Using paint or art app to explore a range of techniques and affects to edit their artwork.</p> <p>Children to use software to edit recordings of their own music.</p> <p>Children will explore available search technologies and ways in which to use them purposefully. E.g image search and keywords.</p> <p>Hook Musical Experience</p> <p>Outcome Musical performance</p>	<p><u>Deep Water</u> How can we have a positive impact on our waterways? (Geography/Art)</p> <p>Children to search and create databases to share statistical information about the local waterways. To Begin children will explore databases that have been created to see what information they can gain and how different databases are used. Children will then collect data to create their own database. E.g number of waterways in Stafford/Telford/Wolverhampton/Stoke</p> <p>J2data - https://www.j2e.com/j2data/</p> <p>Children to create a multimedia presentation/communication that will suggest ways to improve local waterways to present to the local council using keynote/PowerPoint and any appropriate software/apps.</p> <p>Hook Visit to local waterway Canal Trip</p> <p>Outcome Presentation/communication with the local council about improving local waterways.</p>	<p><u>It’s All Greek to Me</u> How can we celebrate the legacies left by significant world civilisations?</p> <p>Children to create a coded quiz game on scratch related to their chosen civilisation. Children will begin to understand the notion of variables within code. While creating their quiz children will debug errors in code through trial and error beginning to understand and detect errors within their algorithms.</p> <p>Linked to their PSHE work on relationships children will look at how to keep safe online and who to go to for help. Children will explore what networks are and their interconnections and they opportunities that they offer for communication.</p> <p>Hook sports stadium/sports event/visiting sports men/women</p> <p>Outcome Sporting Event</p>
		<p>Coverage</p>	<p>Coverage</p>	<p>Coverage</p>

		C2.1b, C2.1c, C2.4b	C2.1a , C2.1b, C2.2a, C2.2b, C2.2c, C2.2d	C2.1a C2.3a C2.3b C2.3c C2.3d C2.3e C2.3f
Year 5/6 Cycle 1		<p><u>Lest We Forget</u> Can we transform an area of our community through 3 dimensional art so that we remember fallen heroes? (History/Geography)</p> <p>Children to learn about computer networks including the internet and how this can provide multiple services. They would also appreciate how search results are selected and ranked. From their knowledge of networks children to create a blog/vlog to share the journey of 3d art work for their challenge outcome.</p> <p>Using scratch and a crumble controller, children will stimulate and control a physical system. Children will design, build, test and evaluate different computer controlled working models incorporating structures, mechanical and electrical systems. Children will apply their understanding of computing to programming, monitor and control their products</p> <p>https://www.tes.com/teaching-resource/getting-started-with-the-crumble-12148957</p> <p>Hook Staffordshire Regimental Museum/Arboretum Army experience day</p> <p>Outcome Remembrance themed sculpture</p>	<p><u>The Power of Words - Literature Focus</u> Can we create an ebook to share with a partner school? (Art, English)</p> <p>Children will create an eBook (keynote, book creator, pages etc) to share with other school children. They will create content, combine photos and videos using a range of apps and software to incorporate multi-medias into their book.</p> <p>Children will explore how digital art can be used to illustrate their books using Paint and sketching apps and will compare techniques with non-digital outcomes.</p> <p>Hook Author/Illustrator Visit</p> <p>Outcome ebook</p>	<p>Year 5 Castle Attack! Can we engineer a piece of equipment to attack a castle? (Geography, History, DT)</p> <p>Hook Local (Stafford) Castle</p> <p>Outcome <i>Banquet - Attacking a castle competition</i></p> <p><i>Children will select suitable apps and programmes and combine them to create a piece of content to present their knowledge of historical learning eg a guide to Stafford Castle. Their presentation will include photos, videos and music to accomplish its goal. (PowerPoint, keynotes, iMovie, clips etc)</i> <i>Children would use Garageband app to create and manipulate sounds for a suitable piece of music to be used in part of their presentation. Linked to their PSHE work on relationships children will explore acceptable and unacceptable behaviours (with a focus of online gaming) and when something is becoming unhelpful or unsafe, They will also explore ways to reduce screen time and explore how to use technology safely.</i></p> <p>Year 6 <u>Let Us Entertain You</u> Can we entertain an audience? (Art, Social Enterprise, Design, Music)</p> <p>As part of their challenge pack class to create a range of media to promote their production outcome combining sound, video and photos to accomplish their goal. (iMovie, clips, keynote, pages, digital art etc.)</p>

			Children will also explore the online world, what is fake of real, safe or unsafe and how to use technology to communicate positively with friends and family TEXT: THE SCRIPT Hook Theatre/Backstage at the Theatre Outcome Performance	
		Coverage C3.1a, C3.1b , C3.4d, C3.4c, C3.3c C3.3d	Coverage C3.1c , C3.4a , C3.1b , C3.2a	
		Coverage Year 5 C3.2a, C3.1c, C3.1d C3.4a, C3.4b Year 6 Coverage C3.1b, C3.1c, C3.1d, C3.2a C3.4b, C3.4a	Coverage Year 5 C3.2a, C3.1c, C3.1d C3.4a, C3.4b Year 6 Coverage C3.1b, C3.1c, C3.1d, C3.2a C3.4b, C3.4a	
Year 5/6 Cycle 2		Space Infinity! Can we code to create a space game? (History/Art) Year 5/6 – Children to create a space themed game in scratch. They will explore the coding around different types of games. They will work with variables and different forms of input and output. Children will include sequence, selection and repetition within their programming to accomplish their specific games goal using conditional statements for their games “IF/THEN”. Hook Planetarium and coding session Outcome Shared Space themed game	Food v Man Can we promote Fairtrade through a healthy tuckshop? (Geography/DT/History) With data collected about the use of Fairtrade products and survey feedback collected children to present and analyse data to help with decision making for product outcome (tuckshop). Data to include sums and other formulas to help create a budget excel/Numbers spreadsheet to explore and present their costings. Linked to their work in climates children will use digital technologies to collect and analyse temperature data about our local area to compare to climates in other locations (Mexico, Salvador etc – see Geography overview). TEXT: THE RAINFOREST, THE EXPLORERS The Mayan Civilisation Hook Cadbury’s world Outcome	Year 5 We Are Britain – Castle Attack! Can we engineer a piece of equipment to attack a castle? (Geography, History, DT) Children to create a multimedia project (iMovie, clips etc) to show different aspects of a castle and create a guided tour of a castle and its features. This will involve the use of a range of apps/software to create their final outcome (garage band for music, pictures/video clips). Outcome will involve research and collection of information about castles and features this will provide an opportunity to discuss and understand research technologies. Hook Local (Stafford) Castle Outcome Banquet - Attacking a castle competition Year 6 Let Us Entertain You

			To run a healthy tuckshop for the rest of the school.	<p>Can we entertain an audience? (Art, Social Enterprise, Design, Music)</p>
		<p style="text-align: center;">Coverage C3.3a, C3.3b, C3.3c, C3.3e</p>	<p style="text-align: center;">Coverage C3.2a, C3.2e, C3.2d</p>	<p>As part of their challenge pack class to create a range of media to promote their production outcome combining sound, video and photos to accomplish their goal. (iMovie, clips, keynote, pages, digital art etc.)</p> <p>Children will also explore the online world, what is fake of real, safe or unsafe and how to use technology to communicate positively with friends and family</p> <p style="text-align: center;">TEXT: THE SCRIPT</p> <p style="text-align: center;">Hook Theatre/Backstage at the Theatre</p> <p style="text-align: center;">Outcome Performance</p> <p style="text-align: center;">Coverage</p> <p style="text-align: center;">Year 5 C3.2a, C3.1c, C3.1d C3.4a, C3.4b</p> <p style="text-align: center;">Year 6 Coverage C3.1b, C3.1c, C3.1d, C3.2a C3.4b, C3.4a</p>