

## Weare Computing Curriculum Overview (eLIM)

Year One	Year Two	Year Three	Year Four
<b>Autumn Term 1</b>			
<p><b>Active Bytes (eLim):</b> Autumn Term A – I am kind and responsible</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p><b>Programming – Move my Beebot</b> Handling data 3:</p> <ul style="list-style-type: none"> <li>• talk about the different ways in which information can be shown.</li> <li>• use technology to collect information, including photos, video and sound</li> <li>• sort different kinds of information and present it to others</li> <li>• add information to a pictograph and talk about what has been found out.</li> <li>• Showing my feelings</li> </ul>	<p><b>Active Bytes</b></p> <ul style="list-style-type: none"> <li>• I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> <li>• I agree and use sensible rules to keep me safe when I use technology</li> <li>• I know that not all information online is true</li> </ul> <p><b>Programming Drawing Shapes</b></p> <ul style="list-style-type: none"> <li>• Draw shapes with floor robot</li> <li>• Write instructions for a friend to follow</li> <li>• Use web link to draw shapes</li> <li>• Create shapes with logo software</li> </ul> <p><b>Multimedia My News Report</b></p> <ul style="list-style-type: none"> <li>• Plan and present a news report about an animal</li> <li>• Talk about how they save and retrieve the video</li> <li>• Provide feedback such as ‘two stars and a wish’ as they watch each other’s videos</li> </ul>	<p><b>Active Bytes:</b> <b>‘I am kind and responsible’ Agreement and Kindness</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• I contribute to shared online safety rules and use them to make good choices</li> </ul> <p>I use the safety features of apps, games and websites as well as reporting concerns to an adult</p> <p><b>Programming: Making my programme in scratch (CORE)</b></p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome.</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming.</li> <li>• I keep testing my program and can recognise when I need to debug it.</li> <li>• I can use repeat commands.</li> <li>• I can describe the algorithm I will need for a simple task</li> </ul> <p><b>Handling Data: My Top Trump Database</b></p> <ul style="list-style-type: none"> <li>• I can talk about the different ways data can be organised.</li> <li>• I can search a ready-made database to answer questions</li> <li>• I can collect data help me answer a question.</li> </ul>	<p><b>Active Bytes – ‘I am kind and responsible’</b></p> <p><b>Programming 1:</b></p> <ul style="list-style-type: none"> <li>• Scratch Games (5 sessions)</li> <li>• know that I need to keep testing my program while I am putting it together</li> <li>• Use a variety of tools to create a program</li> <li>• Recognise an error in a program and debug it</li> <li>• Use an efficient procedure to simplify a program</li> <li>• Use logical thinking to solve a problem by breaking it up into smaller parts</li> <li>• Use a sensor to detect a change which can select an action in a program</li> <li>• Recognise that an algorithm will help me sequence more complex programs.</li> </ul>

		<ul style="list-style-type: none"> <li>I can add to a database.</li> <li>I can (help) make a branching database.</li> </ul>	
<b>Autumn Term 2</b>			
<p><b>Active Bytes:</b> I am kind and responsible</p> <ul style="list-style-type: none"> <li>use technology safely and respectfully</li> <li>Keeping personal information private</li> </ul> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>Move my Beebot</li> </ul> <p><b>TIOL 1:</b></p> <ul style="list-style-type: none"> <li>Discovering my technology</li> <li></li> </ul>	<p><b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>I talk about why it is important to be kind and polite online and in real life</li> <li>Before I use a device, I talk to a trust adult about how I will keep myself safe</li> </ul> <p><b>Handling Data: Sorting My Animals</b></p> <ul style="list-style-type: none"> <li>Use online branching database to identify animals</li> <li>Make a decision tree</li> <li>Make a block graph of animals in different habitats</li> </ul>	<p><b>Active Bytes</b> 'I am kind and responsible' Kindness/Evaluating Content/Reporting &amp; Supporting</p> <ul style="list-style-type: none"> <li>I can describe the ways that people get bullied when they use different technologies and consider what I post</li> <li>I can use search tools to find appropriate information and decide whether I can trust it</li> </ul> <p><b>Programming: Making my programme in scratch (CORE)</b></p> <ul style="list-style-type: none"> <li>I can break an open-ended problem up into smaller parts.</li> <li>I can put programming commands into a sequence to achieve a specific outcome.</li> <li>I can detect a problem in an algorithm which could result in unsuccessful programming.</li> <li>I keep testing my program and can recognise when I need to debug it.</li> <li>I can use repeat commands.</li> <li>I can describe the algorithm I will need for a simple task</li> </ul> <p><b>Multimedia: Make My eBook</b></p> <ul style="list-style-type: none"> <li>I can combine a mixture of text, graphics and sound to share my ideas and learning.</li> </ul>	<p><b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>choose a secure password and an appropriate screen name when explain about the ways to protect self and others from harm online.</li> <li>use the safety features of websites as well as reporting concerns to an adult.</li> <li>know that anything shared online can be seen by others.</li> <li>choose websites, apps and games that are age appropriate.</li> <li>help friends make good choices about the time they spend online.</li> <li>talk about why it is important to ask a trusted adult before downloading files and games from the Internet.</li> <li>Comment positively and respectfully online and through text messages.</li> </ul> <p><b>Handling Data 2 – CHOICE My Favourite Games (2 sessions)</b></p> <ul style="list-style-type: none"> <li>Collect data about favourite games</li> <li>Add data to graphing software / apps and use to interrogate data</li> <li>Create branching database of characters (optional)and interpret graph about animals</li> </ul> <p><b>Multimedia – CORE Make My eBook (3 sessions)</b></p>

		<ul style="list-style-type: none"> <li>• I can use appropriate keyboard commands to amend text on my device.</li> <li>• I can evaluate my work and improve its effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a selection of eBooks and decide what makes them engaging</li> <li>• Prepare photos and text for eBook</li> <li>• Learn how to create their own eBook adding text, images (and hyperlinks)</li> <li>• Add sound to create a narration to their eBook</li> <li>• Share their eBook with classmates and others</li> </ul>
<b>Spring Term 1</b>			
<p><b>Active Bytes</b> - I am safe and secure.</p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully</li> <li>• Keeping personal information private</li> </ul> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p><b>Programming:</b> More than my beebot</p> <p><b>Multimedia 4:</b> Describing my toys</p> <p><b>Safer Internet Day</b></p>	<p><b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>• I know that not everyone is who they say they are online</li> <li>• I explain why I need to keep my passwords and personal information private</li> <li>• I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul> <p><b>Technology in my life</b></p> <ul style="list-style-type: none"> <li>• Think about the technology they use every day</li> <li>• Present the technology as a timeline, showing when they would use it</li> <li>• Talk about the benefits of technology</li> <li>• Look at a map of a town, talk about the technologies that are used in different places</li> <li>• Talk about the technologies that are used most often</li> </ul>	<p><b>Active Bytes:</b> <b>'I am safe and secure'</b></p> <p><b>Privacy</b></p> <ul style="list-style-type: none"> <li>• I use a secure password and explain why they are important</li> <li>• I protect my personal information when I do different things online</li> </ul> <p><b>Programming:</b> Making my Kodu Move</p> <ul style="list-style-type: none"> <li>• I can put programming commands into a sequence to achieve a specific outcome</li> <li>• I can break an open-ended problem up into smaller parts</li> <li>• I can describe the algorithm I will need for a simple task</li> <li>• I can keep testing my program and can recognise when I need to debug it.</li> </ul> <p><b>Technology in our lives: My Safe Searching</b></p> <ul style="list-style-type: none"> <li>• Describe the World Wide Web as the part of the Internet that contains websites</li> <li>• Use search tools to find and use an appropriate website</li> </ul>	<p><b>Active Bytes:</b> 'I am safe and secure'</p> <ul style="list-style-type: none"> <li>• I know that anything I share online will stay there to be seen and used by others</li> <li>• I make safe choices when using technology to communicate responsibly with others</li> </ul> <p><b>Programming 3:</b> Knowing my times tables with Kodu (4 sessions)</p> <ul style="list-style-type: none"> <li>• Use a variety of tools to create a program</li> <li>• Know that I need to keep testing my program while I am putting it together</li> <li>• Recognise an error in a program and debug it.</li> <li>• Recognise that an algorithm will help me sequence more complex programs</li> <li>• I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts</li> </ul> <p><b>Technology In Our Lives 3 – CHOICE Blog My Technology</b> (3 sessions)</p> <ul style="list-style-type: none"> <li>• Discuss how technology has changed over time</li> <li>• Talk about their favourite gadget and what it can do</li> <li>• Research information about gadgets</li> </ul>

		<ul style="list-style-type: none"> <li>Think about whether I can use images that I find online in my own work.</li> </ul>	<ul style="list-style-type: none"> <li>Write a blog post about a gadget for a class technology blog</li> </ul>
<b>Spring Term 2</b>			
<p><b>Active Bytes:</b> I am safe and secure.</p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully</li> <li>Keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>More than my beebot</li> </ul> <p><b>Handling data 2:</b></p> <ul style="list-style-type: none"> <li>My weather</li> </ul>	<p><b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>Careful about the icons I click or tap when I use technology devices</li> <li>Identify some possible risks to devices</li> <li>Discuss with an adult how I will keep myself safe before I use a device</li> <li>I tell a trusted adult when something worrying or unexpected happens when I am using a device</li> </ul> <p><b>Handling Data Sorting My Birds</b></p> <ul style="list-style-type: none"> <li>Investigate and sort bird pictures</li> <li>Talk about types of data and how it can be collected</li> <li>Make a decision tree</li> <li>Generate questions</li> <li>Collect, record &amp; present data</li> <li>Compare different ways to present information</li> </ul>	<p><b>Active Bytes:</b> <b>'I am safe and secure'</b> <b>Privacy/Relationships</b> I participate safely and responsibly in a secure online community <b>Programming:</b> <b>Making my Kodu Move</b></p> <ul style="list-style-type: none"> <li>I can put programming commands into a sequence to achieve a specific outcome</li> <li>I can break an open-ended problem up into smaller parts</li> <li>I can describe the algorithm I will need for a simple task</li> <li>I can keep testing my program and can recognise when I need to debug it.</li> </ul> <p><b>Handling Data: Helping my Plants Grow</b></p> <ul style="list-style-type: none"> <li>I can talk about the different ways data can be organised</li> </ul> <p>I can use a data logger to monitor changes and can talk about the information collected</p>	<p><b>Active Bytes:</b> I am safe and secure</p> <ul style="list-style-type: none"> <li>I explain why I need to ask a trusted adult before downloading files and games from the internet</li> </ul> <p><b>Multimedia 1 – CORE My Comic Book (5 sessions)</b> (choose from Comic Life /Power Point units)</p> <ul style="list-style-type: none"> <li>Explore the conventions of comic books</li> <li>Create their own comic book about their school</li> <li>Share their comic books with classmates and provide feedback</li> <li>Create a comic book to support Science learning</li> </ul>
<b>Summer Term 1</b>			
<p><b>Active Bytes - I am healthy (age appropriate)</b></p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help and support when they have concerns</li> </ul>	<p><b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>I describe the things I enjoy about age appropriate apps, games and websites I am guided to use</li> </ul> <p><b>Multimedia Present My Information</b></p> <ul style="list-style-type: none"> <li>Explore ways in which we can present information</li> </ul>	<p><b>Active Bytes:'I am healthy'</b> <b>Lifestyle Choices</b></p> <ul style="list-style-type: none"> <li>I identify images which have been digitally altered</li> <li>I identify adverts online, including those within Google searches</li> </ul>	<p><b>Active Bytes:</b> I am Healthy</p> <ul style="list-style-type: none"> <li>Explain how digitally altered images in the media make me feel</li> <li>Ignore or close adverts that appear on my device and explain my reasons</li> </ul> <p><b>Programming 4 – CHOICE</b> <b>'Getting to Know My Micro:Bit</b></p>

<p>about content or contact on the internet or other online technologies</p> <p><b>Programming:</b></p> <ul style="list-style-type: none"> <li>• My moves on screen</li> </ul> <p><b>TIOL:</b></p> <p>Sharing my learning</p>	<ul style="list-style-type: none"> <li>• Present information we have researched</li> <li>• Develop key board skills</li> <li>• Share the information with others using a class blog, school website, etc</li> </ul>	<p><b>Programming: Bounce my scratch jr basketball</b></p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts.</li> <li>• I can put programming commands into a sequence to achieve a specific outcome</li> <li>• I keep testing my program and can recognise when I need to debug it</li> <li>• I can use repeat commands I can describe the algorithm I will need for a simple task</li> <li>• I can detect a problem in an algorithm which could result in unsuccessful programming</li> </ul> <p><b>Technology in our Lives: Send my Email</b></p> <ul style="list-style-type: none"> <li>• I can tell you ways to communicate with others online.</li> <li>• I protect my personal information when I do different things online</li> </ul>	<p>(3 sessions)</p> <ul style="list-style-type: none"> <li>• Discover basic blocks in micro:bit block editor</li> <li>• Create short sequences to solve simple challenges</li> <li>• Download programs to micro:bit</li> <li>• Think through the algorithm required to solve simple challenges</li> <li>• Discover some of the input, loop and logic blocks</li> </ul> <p><b>Technology in our Lives –1 - CORE</b></p> <p>Check My Facts (2 sessions)</p> <ul style="list-style-type: none"> <li>• Use an online tool (Padlet) to share ideas.</li> <li>• Discuss what is ‘true’ online and how we can check for reliable information</li> <li>• Research a topic and begin to consider plagiarism</li> </ul>
<b>Summer Term 2</b>			
<p><b>Active Bytes (eLim):</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private</li> <li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b>Programming</b> – my moves on screen</p> <p><b>Multimedia</b> – my soundscape</p>	<p><b>Active Bytes:</b></p> <ul style="list-style-type: none"> <li>• I take a break when I have been using a device for too long</li> <li>• I do a range of other activities when I am not using devices</li> </ul> <p><b>TIOL Do I Trust My Internet Search?</b></p> <ul style="list-style-type: none"> <li>• Think about ‘What is the internet?’</li> <li>• Look at the validity of Tomato Spider website</li> <li>• Consider where the information on school website comes from</li> </ul> <p>Make own creature and information on a ‘website’</p>	<p><b>Active Bytes: ‘I am healthy’ Age-Appropriate/Lifestyle Choices</b></p> <ul style="list-style-type: none"> <li>• I use age-appropriate apps, games and websites from a list I have agreed with others</li> <li>• I make good choices about when and why I use devices</li> </ul> <p><b>Programming: Making my Crumble Buggy</b></p> <ul style="list-style-type: none"> <li>• I can break an open-ended problem up into smaller parts</li> <li>• I can put programming commands into a sequence to achieve a specific outcome</li> </ul>	<p><b>Active Bytes: I am healthy</b></p> <ul style="list-style-type: none"> <li>• Choose apps, games and websites that are appropriate for my age and explain my reasons to my friends</li> <li>• Tell my friends about the sensible choices I make about when and why I use devices</li> </ul> <p><b>Handling Data 1 – CORE</b></p> <p>Investigating My Sounds (link with Science topic) 3 sessions</p> <ul style="list-style-type: none"> <li>• Consider difference between data and information</li> <li>• Measure sound levels in the classroom using a data logger (discrete data)</li> </ul>

		<ul style="list-style-type: none"><li>• I can detect a problem in an algorithm which could result in unsuccessful programming</li><li>• I keep testing my program and can recognise when I need to debug it</li><li>• I can use repeat commands</li><li>• I can describe the algorithm I will need for a simple task</li></ul> <p><b>Multimedia: My Art in Different Styles</b></p> <ul style="list-style-type: none"><li>• I can create different effects with different technology tools</li><li>• I can combine a mixture of text, graphics and sound to share my ideas and learning</li><li>• I can evaluate my work and improve its effectiveness.</li></ul>	<ul style="list-style-type: none"><li>• Record outside noise and create a line graph to show the changing levels (continuous data)</li><li>• Investigate insulators of sound</li></ul>
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