

Subject overview Computing

	Curriculum year A	Curriculum year B	Curriculum year C	Curriculum year D	Curriculum year E	Curriculum year F
Autumn Term 1	<p>Who we are</p> <p><u>Computing systems and networks</u></p> <p>Connecting computers</p>	<p>How we express ourselves</p> <p><u>Computing systems and networks</u></p> <p>The internet</p>	<p>Who we are</p> <p><u>Computing systems and networks</u></p> <p>Systems and searching</p>	<p>How we express ourselves</p> <p><u>Computing systems and networks</u></p> <p>Communication and collaboration</p>	<p>Who we are</p> <p>Clear messaging in digital media</p>	<p>How we express ourselves</p> <p>Layers of computing systems</p>
Autumn Term 2	<p>Who we are</p> <p><u>Creating media</u></p> <p>Stop-frame animation</p>	<p>How we express ourselves</p> <p><u>Creating media</u></p> <p>Audio production</p>	<p>Who we are</p> <p><u>Creating media</u></p> <p>Video production</p>	<p>How we express ourselves</p> <p><u>Creating media</u></p> <p>Web page creation</p>	<p>Who we are</p> <p>Networks from semaphores to the internet</p>	<p>How we express ourselves</p> <p><u>Media</u></p> <p>Vector graphics</p>
Spring Term 3	<p>Where we are in place and time</p> <p><u>Programming A</u></p> <p>Sequencing sounds</p>	<p>How we organise ourselves</p> <p><u>Programming A</u></p> <p>Repetition in shapes</p>	<p>Where we are in place and time</p> <p><u>Programming A</u></p> <p>Selection in physical computing</p>	<p>How we organise ourselves</p> <p><u>Programming A</u></p> <p>Variables in games</p>	<p>Where we are in place and time</p> <p><u>Programming essentials</u></p> <p>in Scratch – Part I</p>	<p>How we organise ourselves</p> <p>Developing for the web</p>
Spring Term 4	<p>Where we are in place and time</p> <p><u>Data and information</u></p> <p>Branching databases</p>	<p>How we organise ourselves</p> <p><u>Data and information</u></p> <p>Data logging</p>	<p>Where we are in place and time</p> <p><u>Data and information</u></p> <p>Fact-file databases</p>	<p>How we organise ourselves</p> <p><u>Data and information</u></p> <p>Introduction to spreadsheets</p>	<p>Where we are in place and time</p> <p><u>Data and information</u></p> <p>Modelling data using spreadsheets</p>	<p>How we organise ourselves</p> <p><u>Data and information</u></p> <p>Representations – from clay to silicon</p>
Summer Term 5	<p>Sharing the planet</p> <p><u>Creating media</u></p> <p>Desktop publishing</p>	<p>How the world works</p> <p><u>Creating media</u></p> <p>Photo editing</p>	<p>Sharing the planet</p> <p><u>Creating media</u></p> <p>Introduction to vector graphics</p>	<p>How the world works</p> <p><u>Creating media</u></p> <p>3D modelling</p>	<p>Sharing the planet</p> <p><u>Using media</u></p> <p>Gaining support for a cause</p>	<p>How the world works</p> <p>Mobile app development</p>
Summer Term 6	<p>Sharing the planet</p> <p><u>Programming B</u></p> <p>Events and actions in programs</p>	<p>How the world works</p> <p><u>Programming B</u></p> <p>Repetition in games</p>	<p>Sharing the planet</p> <p><u>Programming B</u></p> <p>Selection in quizzes</p>	<p>How the world works</p> <p><u>Programming B</u></p> <p>Sensing movement</p>	<p>Sharing the planet</p> <p><u>Programming essentials</u></p> <p>in Scratch – Part II</p>	<p>How the world works</p> <p>Introduction to Python programming</p>