## *Computing at Catshill First School and Nursery 2024-2025*

*At Catshill First School and Nursery we understand the importance of a current and cohesive computing curriculum in an increasingly digital world. Pupils learn to be safe and respectful online, as well as developing the coding and media skills they will use in so many different ways in the future.*

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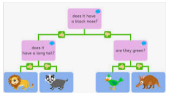
| *EYFS* | *Learning opportunities include sequencing, sorting, patterns and problem solving, cameras, interactive online games, stories and songs, programmable toys (Beebots) and role play using keyboards and other technology.* | | | | | |
| *Year 1* | ***Digital Painting*** | ***Moving a Robot*** | ***Digital Writing*** | ***Technology Around Us*** | ***Grouping Data*** | ***Programming Animations*** |
| *Curriculum focus* | *Media - online paint tools and how to control a cursor using a mouse pad* | *Beebot control and an introduction to programming and coding* | *Typing and using a word processor (Google Docs on chromebooks)* | *Identifying computer components and how technology can help us* | *Introduction to data handling using real objects* | *ScratchJr programming and using code blocks* |
| *Year 2* | ***IT Around Us*** | ***Robot Algorithms*** | ***Pictograms*** | ***Programming Quizzes*** | ***Digital Photography*** | ***Digital Music*** |
| *Curriculum focus* | *Using technology responsibly and how it can improve our world* | *Programming a Beebot to complete a route and debug sequences of code* | *Data handling using a computer - Collect data and present on JiT5* | *ScratchJr - learning sequences of code and how to change backgrounds* | *Using an iPad to take photographs - orientation, framing and lighting* | *Creating digital music and comparing it to real musical instruments* |
| *Year 3* | ***Sequencing Sounds*** | ***Stop-Frame Animation*** | ***Events and Actions in Programs*** | ***Desktop Publishing*** | ***Branching Databases***  | ***Connecting Computers*** |
| *Curriculum focus* | *Coding and debugging algorithms to control musical instruments* | *Creating flipbooks and stop motion animation using iPads* | *Moving a sprite and coding their own maze-tracing program* | *Using text and images to create digital content for a purpose* | *Creating a branching database to sort objects using yes/no questions* | *Understanding networks using inputs. processes and outputs* |
| *Year 4* | ***Repetition in Shapes*** | ***Repetition in Games*** | ***Photo Editing*** | ***Data Logging*** | ***The Internet*** | ***Audio Production*** |
| *Curriculum focus* | *Using Logo to explore repetition within algorithms* | *Creating a game using repetition in programming on Scratch* | *Online photo editing and filters* | *Using iPads to log sound and light and using Google Sheets to analyse data* | *The internet, the World WIde Web and evaluating digital content* | *Recording digital audio, using input and output devices* |
| *Beyond CFSN* | *Most pupils move on to Catshill Middle School where they are able to develop skills on desktop computers, including email, spreadsheets and networking. They also learn to code using physical computing resources such as microbits and are introduced to 3D computer aided design.* | | | | | |