

Cycle 1	Autumn	Spring	Summer
	Internet Safety	Programming A – Robot algorithms	Digital Photography
	Recapping how to be SMART when online supported by ‘Safer Internet Day’ Resources.	This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them	Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.
	Computing systems and networks – IT around us	Programming B – Programming Quizzes	
	How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, Learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.	This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Programming animations. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, Learners evaluate their work and make improvements to their programming projects.	
Cycle 2	Internet Safety	Programming A – sequencing sounds	Creating Media – desktop publishing (introduced in other foundation subjects)
	Recapping how to be SMART when online supported by ‘Safer Internet Day’ Resources.	This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most Learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.	Learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully

			about the purpose of these and evaluate how and why desktop publishing is used in the real world.
	Computing systems and networks – Connecting computers	Programming B - Events and actions in programs	Creating media - Stop-frame animation
	Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, Learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, Learners will discover the benefits of connecting devices in a network.	This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with Learners designing and coding their own maze tracing program.	Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with Learners adding other types of media to their animation, such as music and text.