Stadhampton Primary School
Computing
2025-2026

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dragonflies	Objectives	Technology all around us	Digital painting	Moving a robot	Grouping data	Digital writing	Programming animations
		-explain technology as something that helps us -locate examples of technology in the classroom -explain how these technology examples help us -name the main parts of a computer -switch on and log into a computer -use a mouse to click and drag -use a mouse to open a program -click and drag to make objects on a screen -use a mouse to create a picture -say what a keyboard is for -type my name on a computer -save my work to a file -open my work from a file -use the arrow keys to move the cursor -delete letters -identify rules to keep us safe and healthy when we are using technology in and beyond the home -give examples of some of these rules -discuss how we benefit from these rules	-make marks on a screen and explain which tools I used -draw lines on a screen and explain which tools I used - use the paint tools to draw a picture -make marks with the square and line tools -use the shape and line tools effectively -use the shape and line tools to recreate the work of an artist -choose appropriate shapes -make appropriate colour choices -create a picture in the style of an artist -know that different paint tools do different jobs -choose appropriate paint tools and colours to recreate the work of an artist -say which tools were helpful and why -make dots of colour on the page -change the colour and brush sizes -use dots of colour to create a picture in the style of an artist on my own -explain that pictures can be made in lots of different ways -spot the differences between painting on a computer and on paper -say whether I prefer painting using a computer or using paper	-predict the outcome of a command on a device -match a command to an outcome -run a command on a device -follow an instruction -recall words that can be acted out -give directions -compare forwards and backwards movements -start a sequence from the same place -predict the outcome of a sequence involving forwards and backwards commands -compare left and right turns -experiment with turn and move commands to move a robot -predict the outcome of a sequence involving up to four commands -explain what my program should do -choose the order of commands in a sequence -debug my program and identify several possible solutions -plan two programs -use two different programs to get to the same place	-describe objects using labels -match objects to groups -identify the label for a group of objects -count objects -group objects -count a group of objects -describe an object -describe a property of an object -find objects with similar properties and group similar objects -group objects in more than one way -count how many objects share a property -choose how to group objects -describe groups of objects -record how many objects are in a group -decide how to group objects to answer a question -compare groups of objects -record and share what I have found	-open a word processor -recognise keys on a keyboard -identify and find keys on a keyboard -enter text into a computer -use letter, number, and space keys -use backspace to remove text -type capital letters -explain what the keys that I have learnt about already do -identify the toolbar and use bold, italic, and underline -select a word by double-clicking -select all of the text by clicking and dragging -change the font -say what tool I used to change the text -decide if my changes have improved my writing -use 'undo' to remove changes -make changes to text on a computer -explain the differences between typing and writing -say why I prefer typing or writing	-find which commands to move a sprite -use commands to move a sprite -compare different programming tools -use more than one block by joining them together -use a Start block in a program -run my program -find blocks that have numbers -change the value -say what happens when I change a value -show that a project can include more than one sprite -delete a sprite -add blocks to each of my sprites -choose appropriate artwork for my project -decide how each sprite will move -create an algorithm for each sprite -use sprites that match my design -add programming blocks based on my algorithm -test the programs I have created

	Vocabulary	technology, computer, mouse, trackpad, keyboard, screen, double-click, typing	paint program, tool, paintbrush, erase, fill, undo, shape tools, line tool, fill tool, undo tool, colour, brush style, brush size, pictures, painting, computers	Bee-Bot, forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, route, plan, algorithm, program	object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same	word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing.	ScratchJr, command, sprite, compare, programming, area, block, joining, start, run, program, background, delete, reset, algorithm, predict, effect, change, value, instructions, design
Hedgehogs	Objectives	Connecting computers	Stop frame animation	Sequencing sounds	Branching databases	Desktop publishing	Events and actions in programs
		-explain that digital devices accept inputs -explain that digital devices produce outputs -follow a process -classify input and output devices -design a digital device -describe a simple process -explain how I use digital devices for different activities -recognise similarities between using digital devices and non-digital tools -suggest differences between using digital devices and non-digital tools -recognise different connections -explain how messages are passed through multiple connection -discuss why we need a network switch -recognise that a computer network is made up of a number of devices -demonstrate how information can be passed between devices -explain the role of a switch, server, and wireless access point in a network -identify how devices in a network are connected together -identify networked devices around me -identify the benefits of computer networks	-draw a sequence of pictures -create an effective flip book—style animation -explain how an animation/flip book works -predict what an animation will look like -explain why little changes are needed for each frame -create an effective stop-frame animation -break down a story into settings, characters and events -describe an animation that is achievable on screen -create a storyboard -use onion skinning to help me make small changes between frames -review a sequence of frames to check my work -evaluate the quality of my animation -explain ways to make my animation better -evaluate another learner's animation -improve my animation based on feedback -add other media to my animation -explain why I added other media to my animation -evaluate my final film	-identify the objects in a Scratch project (sprites, backdrops) -explain that objects in Scratch have attributes (linked to) -recognise that commands in Scratch are represented as blocks -identify that each sprite is controlled by the commands I choose -create a program following a design -choose a word which describes an on-screen action for my plan -start a program in different ways -create a sequence of connected commands -explain that the objects in my project will respond exactly to the code -explain what a sequence is -combine sound commands -order notes into a sequence -build a sequence of commands -decide the actions for each sprite in a program -make design choices for my artwork -identify and name the objects I will need for a project -relate a task description to a design -implement my algorithm as code	-investigate questions with yes/no answers -make up a yes/no question about a collection of objects -create two groups of objects separated by one attribute -select an attribute to separate objects into groups -create a group of objects within an existing group -arrange objects into a tree structure -select objects to arrange in a branching database -group objects using my own yes/no questions -test my branching database to see if it works -create yes/no questions using given attributes -compare two branching database structures -explain that questions need to be ordered carefully to split objects into similarly sized groups -independently create questions to use in a branching database -create questions that will enable objects to be uniquely identified -create a physical version of a branching database -create a branching database that reflects my plan -work with a partner to test my identification tool -suggest real-world uses for branching databases	-explain the difference between text and images -recognise that text and images can communicate messages clearly -identify the advantages and disadvantages of using text and images -change font style, size, and colours for a given purpose -edit text -explain that text can be changed to communicate more clearly -define the term 'page orientation' -recognise placeholders and say why they are important -create a template for a particular purpose -choose the best locations for my content -paste text and images to create a magazine cover -make changes to content after I've added it -identify different layouts -match a layout to a purpose -choose a suitable layout for a given purpose -identify the uses of desktop publishing in the real world -say why desktop publishing might be helpful -compare work made on desktop publishing to work created by hand	-explain the relationship between an event and an action -choose which keys to use for actions and explain my choices -identify a way to improve a program -choose a character for my project -choose a suitable size for a character in a maze -program movement -use a programming extension -consider the real world when making design choices -choose blocks to set up my program -identify additional features (from a given set of blocks) -choose suitable keys to turn on additional features -build more sequences of commands to make my design work -test a program against a given design -match a piece of code to an outcome -modify a program using a design -make design choices and justify them -implement my design -evaluate my project
	Vocabulary	digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point, cables, sockets	animation, flip book, stopframe, frame, sequence, image, photograph, setting, character, events, onion skinning, consistency, evaluation, delete, media, import, transition.	Scratch, programming, blocks, commands, code, sprite, costume, stage, backdrop, motion, turn, point in direction, go to, glide, sequence, event, task, design, run the code, order, note, chord, algorithm, bug, debug, code.	attribute, value, questions, table, objects, branching, database, objects, equal, even, separate, structure, compare, order, organise, selecting, information, decision tree.	text, images, advantages, disadvantages, communicate, font, style, landscape, portrait, orientation, placeholder, template, layout, content, desktop publishing, copy, paste, purpose, benefits.	motion, event, sprite, algorithm, logic, move, resize, extension block, pen up, set up, pen, design, action, debugging, errors, setup, code, test, debug, actions.
Otters	Objectives	Sharing information	Video production	Selection in physical computing	Flat file databases	Vector drawing	Selection in quizzes

		-explain that systems are built using a number of parts -describe that a computer system features inputs, processes, and outputs -explain that computer systems communicate with other devices -identify tasks that are managed by computer systems -identify the human elements of a computer system -explain the benefits of a given computer system -make use of a web search to find specific information -refine my web search -compare results from different search engines -explain why we need tools to find things online -recognise the role of web crawlers in creating an index -relate a search term to the search engine's index -order a list by rank -explain that a search engine follows rules to rank results -give examples of criteria used by search engines to rank results -describe some of the ways that search results can be influenced -recognise some of the limitations of search engines -explain how search engines make money	-explain that video is a visual media format -identify features of videos -compare features in different videos -identify and find features on a digital video recording device -experiment with different camera angles -make use of a microphone -suggest filming techniques for a given purpose -capture video using a range of filming techniques -review how effective my video is -outline the scenes of my video -decide which filming techniques I will use -create and save video content -store, retrieve, and export my recording to a computer -explain how to improve a video by reshooting and editing -select the correct tools to make edits to my video -make edits to my video and improve the final outcome -recognise that my choices when making a video will impact on the quality of the final outcome -evaluate my video and share my opinions	-create a simple circuit and connect it to a microcontroller -program a microcontroller to make an LED switch on -explain what an infinite loop does -connect more than one output component to a microcontroller -use a count-controlled loop to control outputs -design sequences that use count-controlled loops -explain that a condition is either true or false -design a conditional loop -program a microcontroller to respond to an input -explain that a condition being met can start an action -identify a condition and an action in my project -use selection (an 'if...then...' statement) to direct the flow of a program -identify a real-world example of a condition starting an action -describe what my project will do -create a detailed drawing of my project -write an algorithm that describes what my model will do -use selection to produce an intended outcome -test and debug my project	-create a database using cards -explain how information can be recorded -order, sort, and group my data cards -explain what a field and a record is in a database -navigate a flat-file database to compare different views of information -choose which field to sort data by to answer a given question -explain that data can be grouped using chosen values -group information using a database -combine grouping and sorting to answer specific questions -choose which field and value are required to answer a given question -outline how 'AND' and 'OR' can be used to refine data selection -choose multiple criteria to answer a given question -select an appropriate chart to visually compare data -refine a chart by selecting a particular filter -explain the benefits of using a computer to create charts -ask questions that will need more than one field to answer -refine a search in a real-world context -present my findings to a group	-recognise that vector drawings are made using shapes -experiment with the shape and line tools -discuss how vector drawings are different from paper-based drawings -identify the shapes used to make a vector drawing -explain that each element added to a vector drawing is an object -move, resize, and rotate objects I have duplicated -use the zoom tool to help me add detail to my drawings -explain how alignment grids and resize handles can be used to improve consistency -modify objects to create a new image -identify that each added object creates a new layer in the drawing -change the order of layers in a vector drawing -use layering to create an image -copy part of a drawing by duplicating several objects -recognise when I need to group and ungroup objects -reuse a group of objects to further develop my vector drawing -create a vector drawing for a specific purpose -reflect on the skills I have used and why I have used them -compare vector drawings to freehand paint drawings	-recall how conditions are used in selection -identify conditions in a program -modify a condition in a program -use selection in an infinite loop to check a condition -identify the condition and outcomes in an 'if... then... else...' statement -create a program with different outcomes using selection -explain that program flow can branch according to a condition -design the flow of a program which contains 'if... then... else...' -show that a condition can direct program flow in one of two ways -outline a given task -use a design format to outline my project -identify the outcome of user input in an algorithm -implement my algorithm to create the first section of my program -test my program -share my program with others -identify ways the program could be improved -identify the setup code I need in my program -extend my program further
	Vocabulary	system, connection, digital, input, process, storage, output, search, search engine, refine, index, bot, ordering, links, algorithm, search engine optimisation (SEO), web crawler, content creator, selection, ranking	video, audio, camera, talking head, panning, close up, video camera, microphone, lens, mid-range, long shot, moving subject, side by side, angle (high, low, normal), static, zoom, pan, tilt, storyboard, filming, review, import, split, trim, clip, edit, reshoot, delete, reorder, export, evaluate, share.	microcontroller, USB, components, connection, infinite loop, output component, motor, repetition, count-controlled loop, Crumble controller, switch, LED, Sparkle, crocodile clips, connect, battery box, program, condition, Input, output, selection, action, debug, circuit, power, cell, buzzer	database, data, information, record, field, sort, order, group, search, value, criteria, graph, chart, axis, compare, filter, presentation.	vector, drawing tools, object, toolbar, vector drawing, move, resize, colour, rotate, duplicate/copy, zoom, select, align, modify, layers, order, copy, paste, group, ungroup, reuse, reflection	Selection, condition, true, false, count-controlled loop, outcomes, conditional statement, algorithm, program, debug, question, answer, task, design, input, implement, test, run, setup, operator