

## Aycliffe Drive Computing Curriculum by Year Group

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Nursery and Reception the curriculum is set at each individual child's level of development. The children who join our school in Nursery will have the opportunity to practice the following skills over a 2 year period, both in Nursery and Reception. Those children who join from Reception onwards will be able to practice these skills according to their level of development also.</p>						
<b>EYFS</b>	<p>To use an I pad to take a photo To make toys move or the sound or picture image on toys work by pressing switches, buttons, touching the screen To use a simple programme that is put on an interactive white board by an adult.</p>	<p>To use technology in everyday life e.g. operating simple equipment remote control, I pad, touch screen device, game console. To know that information can be received from digital devices and the internet. E Safety Use technology safely and respectfully. Understand the need to stay safe on line when using technology</p>	<p>To open and complete a simple programme on the interactive whiteboard, I pad. To understand the need to stay safe on line and when using technology.</p>	<p>To open and complete a simple programme on the interactive whiteboard, I pad. To understand the need to stay safe on line and when using technology.</p>	<p>To have an understanding of how to choose and use key words to retrieve information, photos online, dictating and / or typing To be able to navigate the interactive board by using key icons such as the home key and familiar app icons</p>	<p>To be able to open a notepad, draw a picture and save it. To begin to use a qwerty keyboard to find letters E Safety Use technology safely and respectfully. Understand the need to stay safe on line when using technology</p>
<p>As Aycliffe Drive is a one and a half form entry school, we have one year 1 class, one year 2 class and a split class, year 1/ 2. The planning therefor follows a 2 year cycle, Cycle A and Cycle B, meaning that over the 2 years, all children have the opportunity to acquire the same skills without having to repeat the same topics.</p>						
<b>Year 1</b>	<p><b>Cycle A We are researchers</b> Researching a topic online safely. Use of <b>Cycle B We are photographers</b> Taking and editing digital photographs</p>	<p><b>Cycle A We are Celebrating</b> <b>Cycle B We are Detectives</b> Using data to solve clues/ link to castles <b>E safety</b> Use technology safely and</p>	<p><b>Cycle A We are TV Chefs</b> Health and fitness link / filming the steps of a recipe. <b>Cycle B We are Zoologists</b> Go on a bug hunt, recording and</p>	<p><b>Cycle A We are games testers</b> Working out the rules for games. Use of Scratch , iPad, chrome books <b>Cycle B We are Storytellers</b></p>	<p><b>Cycle A We are astronauts</b> Program a spaceship to move around the screen/link science topic on space <b>Cycle B We are Treasure Hunters</b></p>	<p><b>Cycle A We are Collectors</b> Use web search engines to collect pictures of different types of animals and then explore ways in which those pictures</p>

## Aycliffe Drive Computing Curriculum by Year Group

	<p>Use of camera, I pads, photo apps  <b>E safety</b>                  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 on line technologies.</p>	<p>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 on line technologies.</p>	<p>identifying the small animals they find. They then organise the data they have collected, record it using a graphing package/link science and forest school  <b>E safety</b>                  Use technologies safely and respectfully, keeping personal information private</p>	<p>Create a talking book that they can share with others.  <b>E safety</b>                  Use technologies safely and respectfully, keeping personal information private</p>	<p>Programming using Beebots app or Beebots.</p>	<p>can be organise/ link science habitats  <b>Cycle B We are Painters</b>                  Illustrating an ebook /link to fairytales</p>
<p><b>Year 2</b></p>	<p><b>Cycle A We are researchers</b>                  Researching a topic online safely. Use of  <b>Cycle B We are photographers</b>                  Taking and editing digital photographs                  Use of camera, I pads, photo apps  <b>E safety</b>                  Use technology safely and respectfully/keeping personal information private/ identify where to go for help and support when they have concerns about content or</p>	<p><b>Cycle A We are Celebrating</b>  <b>Cycle B We are Detectives</b>                  Using data to solve clues/ link to castles  <b>E safety</b>                  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 on line technologies.</p>	<p><b>Cycle A We are TV Chefs</b>                  Health and fitness link / filming the steps of a recipe.  <b>Cycle B We are Zoologists</b>                  Go on a bug hunt, recording and identifying the small animals they find. They then organise the data they have collected, record it using a graphing package/link science and forest school  <b>E safety</b>                  Use technologies safely and respectfully, keeping</p>	<p><b>Cycle A We are games testers</b>                  Working out the rules for games. Use of Scratch , iPad, chrome books  <b>Cycle B We are Storytellers</b>                  Create a talking book that they can share with others.  <b>E safety</b>                  Use technologies safely and respectfully, keeping personal information private</p>	<p><b>Cycle A We are astronauts</b>                  Program a spaceship to move around the screen/link science topic on space  <b>Cycle B We are Treasure Hunters</b>                  Programming using Beebots app or Beebots.</p>	<p><b>Cycle A We are Collectors</b>                  Use web search engines to collect pictures of different types of animals and then explore ways in which those pictures can be organise/ link science habitats  <b>Cycle B We are Painters</b>                  Illustrating an ebook /link to fairytales</p>

## Aycliffe Drive Computing Curriculum by Year Group

	contact on the internet or other on line technologies.		personal information private			
Years 3 and 4 work in a 2 year cycle to ensure that all areas are covered and topics are not repeated in year 3 and 4 by the same children						
<b>Year 3 / 4 Cycle A</b>	<p><b>Scratch Game-Multiplication</b></p> <p>4.1 – We are software developers – creating a simple educational game - Maths game – link to times tables (Scratch / Chromebooks)</p> <p><u>Cultural Capital</u> : Life as a software developer</p> <ul style="list-style-type: none"> <li>-To develop an educational computer game using selection and repetition</li> <li>-To understand and use variables</li> <li>-To start to debug computer programs</li> <li>-To recognise the importance of user interface design, including consideration of input and output.</li> </ul>	<p><b>Lego Spike Kits</b></p> <p>4.2 – We are makers – Coding for micro:bit (Chromebooks, Microsoft MakeCode for the micro:bit (online), BBC micro:bits if in stock)</p> <p><u>Cultural Capital</u> : The evolution of robotics</p> <ul style="list-style-type: none"> <li>-To know the input – process – output model of computation</li> <li>-To know the inputs and outputs available on a BBC micro:bit</li> <li>-To program using the MakeCode block based environment</li> <li>-To test and debug programs they write, using an on-screen simulator and the micro:bit</li> </ul>	<p><b>Data Collection / Presentation (weather)</b></p> <p>3.6 –we are opinion pollsters. Maths link – collecting and analysing data – (google forms / sheets / slides / drive)</p> <p><u>Cultural Capital</u> : -To understand some elements of survey design</p> <ul style="list-style-type: none"> <li>-To understand some ethical and legal aspects of online data collection</li> <li>-To use the Internet to facilitate data collection</li> <li>-To gain skills in using charts to analyse data</li> <li>-To gain skills in interpreting results.</li> </ul> <p><b><u>Esafety</u></b></p>	<p><b>Search Engines</b></p> <p>3.5 – We are co-authors</p> <p><b>Producing a wiki (mini wikipedia’ (Google, , chromebooks)</b></p> <p><u>Cultural Capital</u> : <b>Jimmy Wales - launched Wikipedia Jan 15th, 2001</b></p> <ul style="list-style-type: none"> <li>-To understand the conventions for collaborative online work, particularly in wikis</li> <li>-To be aware of their responsibilities when editing other people’s work</li> <li>-To become familiar with Wikipedia, including potential problems associated with its use</li> <li>-To practise their research skills</li> </ul>	<p><b>Communication (Dojo / Teams)</b></p> <p><b>Band Runners – Think you Know</b></p>	<p><b>Video Editing</b></p> <p>3.2 We are presenters</p> <p>Videoining (against green screen) Saxon themed Kenning Poem performance (movie maker / iMovie / ipad)</p> <p><u>Cultural Capital</u> : <b>Green screens were originally blue when chroma keying was first used in 1940 by Larry Butler on The Thief of Baghdad – which won him the Academy Award for special effects.</b></p> <ul style="list-style-type: none"> <li>-To develop their web-based research skills</li> <li>-To structure, prepare and deliver a talk about a given topic or subtopic studied in another</li> </ul>

## Aycliffe Drive Computing Curriculum by Year Group

		<p>How to convert and transfer a program written on screen to the micro:bit.</p>	<ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>-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 style="text-align: center;"><b>4.6 – We are meteorologists – presenting the weather (Google Sheets and slides / Chromebooks)</b></p> <p><u>Cultural Capital :</u> Meteorologist Michael Fish</p> <ul style="list-style-type: none"> <li>-To understand different measurement techniques for weather – both analogue and digital</li> <li>- To use computer-based data logging to automate the recording of some weather data</li> </ul>	<ul style="list-style-type: none"> <li>-To write for a target audience using a wiki tool</li> <li>-To develop collaboration skills</li> <li>-To develop proofreading skills.</li> </ul> <p><b><u>Esafety</u></b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>-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>curriculum area - To record a piece to camera</p> <ul style="list-style-type: none"> <li>-To edit a movie using static images and green screen footage</li> <li>-To give constructive, critical feedback on recorded presentations.</li> </ul> <p><b><u>-Resources needed to support the teaching of this unit:</u></b> <u>Green fabric i-pads/recording equipment/ unable to upload videos to i-Movie.</u></p> <p><b><u>Esafety</u></b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> </ul>
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			<p>-To use spreadsheets to create charts</p> <p>-To analyse data, explore inconsistencies in data and make predictions</p> <p>-To practise using presentation and video software.</p>			
<b>Year 3/4 Cycle B</b>	<p><b>Scratch animation 3.1 – We are programming Scratch animation linked to Theseus and the Minotaur (Chromebooks)</b></p> <p><u>Cultural Capital : Safe Search kids / Google custom search</u></p> <p>-To plan and create an algorithm for an animated scene in the form of a storyboard</p> <p>-To write a program in Scratch to create the animation, including characters, dialogue, costumes,</p>	<p><b>Scratch Bug fixing 4.5 – We are artists – Fusing geometry and art (Inkscape, Scratch, Chromebooks) - link with RE - Islamic-style art</b></p> <p><u>Cultural Capital : Art of Vector Graphics and Turtle Graphics.</u></p> <p>Artist Bridget Riley</p> <p>-To develop an appreciation of the links between geometry and art</p> <p>-To become familiar with the tools and techniques of a vector graphics package</p>	<p><b>Data Collection (Chocolate)</b></p> <p><b>3.6 –we are opinion pollsters. Maths link – collecting and analysing data –</b> (google forms / sheets / slides / drive)</p> <p><u>Cultural Capital :</u></p> <p>-To understand some elements of survey design</p> <p>-To understand some ethical and legal aspects of online data collection</p> <p>-To use the Internet to facilitate data collection</p>	<p><b>Digital Music 4.3 – We are musicians –Creating a piece of music in GarageBand - link with science unit of sound.</b> (iPads, headphones, instruments, Chromebooks)</p> <p><u>Cultural Capital :</u></p> <p>The life of a digital musician</p> <p>Chris Montan - “musical supervisor of the decade” in 1997 for his work on such soundtracks as “The Little Mermaid,” “Beauty and the Beast,”</p>	<p><b>How the Internet Works Band Runners – Think you Know 3.4 – We are who we are - Creating presentations about ourselves</b> (Google slides, audacity, chromebooks)</p> <p><u>Cultural Capital :</u></p> <p>-To understand the conventions for collaborative online work, particularly in wikis</p> <p>-To be aware of their responsibilities when editing other people’s work</p> <p>-To become familiar with Wikipedia,</p>	<p><b>Vlog – The Romans 4.4 – We are bloggers – Sharing experiences and opinions (Audacity, iMovie, Camera app (Chromebooks, digital cameras / iPads)</b></p> <p><u>Cultural Capital :</u></p> <p>UK Children’s reading blogs (<a href="https://fatherreading.wordpress.com/">https://fatherreading.wordpress.com/</a>) (<a href="https://librarygirlandbookboy.com/">https://librarygirlandbookboy.com/</a>)</p> <p>-To become familiar with blogs as a medium and a genre of writing</p>

## Aycliffe Drive Computing Curriculum by Year Group

	<p>backdrops and sound</p> <ul style="list-style-type: none"> <li>-To review their animation programs and correct mistakes</li> </ul>	<ul style="list-style-type: none"> <li>-To develop an understanding of turtle graphics</li> <li>-To experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers</li> <li>-To develop some awareness of computer-generated art.</li> </ul>	<ul style="list-style-type: none"> <li>-To gain skills in using charts to analyse data</li> <li>-To gain skills in interpreting results.</li> </ul> <p><b><u>Esafty</u></b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>-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>	<ul style="list-style-type: none"> <li>-To create a repeating percussion rhythm</li> <li>-To play music using virtual instruments</li> <li>To compose or edit tunes using the piano roll (pitch and duration) tool</li> <li>-To perform electronic music using pre-recorded loops and create their own loops</li> <li>-To create a multi-track composition or performance using multiple instruments</li> <li>-To give feedback to others on their compositions and performances.</li> </ul> <p><b><u>Esafty</u></b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>-Keeping personal information private.</li> <li>-Identify where to go for help and support when they have concerns</li> </ul>	<p>including potential problems associated with its use</p> <ul style="list-style-type: none"> <li>-To practise their research skills</li> <li>-To write for a target audience using a wiki tool</li> <li>-To develop collaboration skills</li> <li>-To develop proofreading skills.</li> </ul> <p><b><u>Esafty</u></b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>-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>	<ul style="list-style-type: none"> <li>-To create a sequence of blog posts on a theme</li> <li>-To incorporate additional media</li> <li>-To comment on the posts of others</li> <li>-To develop a critical, reflective view of a range of media, including text.</li> </ul> <p><b><u>Esafty</u></b></p> <ul style="list-style-type: none"> <li>- Use technology safely and respectfully.</li> <li>-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>
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## Aycliffe Drive Computing Curriculum by Year Group

				about content or contact on the Internet or other online technologies.		
Year 5	<p><b>5.5 – We are adventure gamers</b>  <b>Creating an interactive adventure using presentation software (Google Slides, voice recorder, chromebooks or iPads)</b>  <b>Egyptians Topic</b></p> <p><u>Cultural Capital</u> :                      -To plan a non-linear presentation                      -To create text as part of a presentation                      -To add and edit images in a presentation                      -To use hyperlinks for navigation between the slides of a presentation                      -To record and add audio narration to a presentation</p>	<p><b>5.2 – We are cryptographers – Cracking codes (Chromebooks, Scratch)</b>  <b>Hour of Code</b>  <u>Cultural Capital</u> :                      Two great pre-World War II women cryptologists were Agnes Meyer Driscoll and Genevieve Grotjan Feinstein                      Code breaking - morse code                      -To be familiar with semaphore and Morse code                      -To understand the need for private information to be encrypted                      -To encrypt and decrypt messages in simple ciphers                      -To appreciate the need to use</p>	<p><b>5.3 We are architects</b>  <b>Creating a virtual space - (sketch Up, Chromebooks)</b>  <u>Cultural Capital</u> :                      Exploring Co-Spaces Norman Foster - Architect for ‘The Gherkin’                      -To understand the work of architects, designers and engineers working in 3-D                      -To develop familiarity with a simple CAD tool                      -To develop spatial awareness by exploring and experimenting with a 3-D virtual environment                      -To develop greater aesthetic awareness.</p>	<p><b>5.6 - We are VR Designers –</b>                      Experimenting with virtual and augmented reality (Google Street View, Google Maps app, GarageBand or voice recorder, iPads)</p> <p><u>Cultural Capital</u> : Life as a VR designer                      -To explore real-world and imagined locations in VR                      -To create 360° photosphere images                      -To link physical objects to digital content using QR codes                      -To create their own VR scene                      -To program objects and interactions in VR.  <b>Esafety</b></p>	<p><b>5.1 - We are game developers – developing an interactive game – (Scratch, chromebooks)</b>  <u>Cultural Capital</u> : Life as a game developer                      -To create original artwork and sound for a game                      -To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables                      -To detect and correct errors in their games                      -To use iterative development techniques.</p>	<p><b>5.4 – We are web developers Making sense of the Internet and building a website (Google Chrome, Google Sites, Chromebooks)</b>  <u>Cultural Capital</u> :                      Computer scientists Vinton Cerf and Bob Kahn are credited with inventing the Internet                      -To know the name and function of components making up the school’s network                      -To know how information is passed between the components that make up the Internet                      -To know what the source code for a web page looks like</p>

## Aycliffe Drive Computing Curriculum by Year Group

	<p>-To use commenting tools to give feedback on a presentation.</p>	<p>complex passwords and to keep them secure</p> <p>-To have some understanding of how encryption works on the Internet</p> <p><b><u>Esafty</u></b></p> <p>- Recognise acceptable/unacceptable behaviour.</p> <p>- Know a range of ways to report concerns and inappropriate behaviour.</p> <p>- Understand the opportunities networks offer for communication and collaboration</p>		<p>- Be discerning in evaluating digital content</p>		<p>and how it can be edited</p> <p>-To know how a website can be structured</p> <p>-To know how to add content to a web page.</p> <p><b><u>Esafty</u></b></p> <p>- Recognise acceptable/unacceptable behaviour.</p> <p>- Know a range of ways to report concerns and inappropriate behaviour.</p> <p>- Be discerning in evaluating digital content.</p> <p>- Understand the opportunities networks offer for communication and collaboration.</p>
<p><b>Year 5 / 6 Split Class</b></p>	<p><b>5.3 We are architects</b></p> <p><b>Creating a virtual space - (sketch Up, Chromebooks)</b></p> <p><b><u>Cultural Capital</u> :</b></p> <p>Exploring Co-Spaces</p>	<p><b>5.1 - We are game developers – developing an interactive game – (Scratch, chromebooks)</b></p>	<p><b>5.2 – We are cryptographers – Cracking codes (Chromebooks, Scratch)</b></p> <p><b>Hour of Code</b></p>	<p><b>5.6 - We are VR Designers –</b></p> <p><b>Linked to Geography</b></p> <p>Experimenting with virtual and augmented reality (Google Street View,</p>	<p><b>5.5 – We are adventure gamers</b></p> <p><b>Creating an interactive adventure using presentation software (Google</b></p>	<p><b>5.4 – We are web developers Making sense of the Internet and building a website (Google Chrome,</b></p>

## Aycliffe Drive Computing Curriculum by Year Group

	<p>Norman Foster - Architect for 'The Gherkin'</p> <ul style="list-style-type: none"> <li>-To understand the work of architects, designers and engineers working in 3-D</li> <li>-To develop familiarity with a simple CAD tool</li> <li>-To develop spatial awareness by exploring and experimenting with a 3-D virtual environment</li> <li>-To develop greater aesthetic awareness.</li> </ul>	<p><u>Cultural Capital</u> : Life as a game developer</p> <ul style="list-style-type: none"> <li>-To create original artwork and sound for a game</li> <li>-To design and create a computer program for a computer game, which uses sequence, selection, repetition and variables</li> <li>-To detect and correct errors in their games</li> <li>-To use iterative development techniques.</li> </ul>	<p><u>Cultural Capital</u> :</p> <p>Two great pre-World War II women cryptologists were Agnes Meyer Driscoll and Genevieve Grotjan Feinstein</p> <p>Code breaking - morse code</p> <ul style="list-style-type: none"> <li>-To be familiar with semaphore and Morse code</li> <li>-To understand the need for private information to be encrypted</li> <li>-To encrypt and decrypt messages in simple ciphers</li> <li>-To appreciate the need to use complex passwords and to keep them secure</li> <li>-To have some understanding of how encryption works on the Internet</li> </ul> <p><u>Esafety</u></p>	<p>Google Maps app, GarageBand or voice recorder, iPads)</p> <p><u>Cultural Capital</u> : Life as a VR designer</p> <ul style="list-style-type: none"> <li>-To explore real-world and imagined locations in VR</li> <li>-To create 360° photosphere images</li> <li>-To link physical objects to digital content using QR codes</li> <li>-To create their own VR scene</li> <li>-To program objects and interactions in VR.</li> </ul> <p><u>Esafety</u></p> <ul style="list-style-type: none"> <li>- Be discerning in evaluating digital content</li> </ul>	<p><b>Slides, voice recorder, chromebooks or iPads)</b></p> <p><b>Anglo Saxons links</b></p> <p><u>Cultural Capital</u> :</p> <ul style="list-style-type: none"> <li>-To plan a non-linear presentation</li> <li>-To create text as part of a presentation</li> <li>-To add and edit images in a presentation</li> <li>-To use hyperlinks for navigation between the slides of a presentation</li> <li>-To record and add audio narration to a presentation</li> <li>-To use commenting tools to give feedback on a presentation.</li> </ul>	<p><b>Google Sites, Chromebooks)</b></p> <p><b>Internet Safety</b></p> <p><u>Cultural Capital</u> :</p> <p>Computer scientists Vinton Cerf and Bob Kahn are credited with inventing the Internet</p> <ul style="list-style-type: none"> <li>-To know the name and function of components making up the school's network</li> <li>-To know how information is passed between the components that make up the Internet</li> <li>-To know what the source code for a web page looks like and how it can be edited</li> <li>-To know how a website can be structured</li> <li>-To know how to add content to a web page.</li> </ul> <p><u>Esafety</u></p>
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			<ul style="list-style-type: none"> <li>- Recognise acceptable/unacceptable behaviour.</li> <li>- Know a range of ways to report concerns and inappropriate behaviour.</li> <li>- Understand the opportunities networks offer for communication and collaboration</li> </ul>			<ul style="list-style-type: none"> <li>- Recognise acceptable/unacceptable behaviour.</li> <li>- Know a range of ways to report concerns and inappropriate behaviour.</li> <li>- Be discerning in evaluating digital content.</li> <li>- Understand the opportunities networks offer for communication and collaboration.</li> </ul>
<b>Year 6</b>	<p><b>6.1 – We are toy makers – Coding and physical computing (MakeCode, chromebooks, BBC micro:bits)</b></p> <p><u>Cultural Capital</u> : <b>BBC - The micro:bit was originally created by the BBC in collaboration with 29 other leaders in business and academia as part of the BBC's</b></p>	<p><b>6.2– We are computational thinkers – Mastering algorithms for searching, sorting and maths (google maps, scratch, chromebooks or ipads)</b></p> <p><u>Cultural Capital</u> : Gottfried Wilhelm Leibniz - Binary code is the language of computers and electronic devices. The use of binary</p>	<p><b>6.5 we are advertisers</b></p> <p><b>Creating a short television advert (iMovie, chromebooks, digital cameras/tablets)</b></p> <p><u>Cultural Capital</u> : Life as an Advertising Executive</p> <p>-To think critically about how video is used to promote a cause</p>	<p><b>6.4 - We are connected – Developing skills for social media (Padlet or google classroom - as a blogging platform, chromebooks or ipads)</b></p> <p><u>Cultural Capital</u> : UK Children’s reading blogs (<a href="https://fatherreading.wordpress.com/">https://fatherreading.wordpress.com/</a>) (<a href="https://librarygirland">https://librarygirland</a></p>	<p><b>6.3 – We are publishers – Creating a yearbook or magazine (Google docs, digital cameras or iPads, chromebooks)</b></p> <p><u>Cultural Capital</u> : Life as a Publishing Executive</p> <p>-To manage or contribute to large collaborative projects, facilitated using online tools</p>	<p><b>6.6 – We are AI (Artificial Intelligence) developers Artificial intelligence and machine learning (Scratch, audacity, google chrome, chromebooks, ipads)</b></p> <p><u>Cultural Capital</u> : Meet Sophia, World’s First AI Humanoid Robot - She became a citizen of Dubai in 2017</p>

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	<p><b>Make It Digital initiative</b></p> <ul style="list-style-type: none"> <li>-To understand how computers use stored programs to connect input to output</li> <li>-To understand how to generate and evaluate designs in response to a brief</li> <li>-To plan a complex project by decomposing it into smaller parts</li> <li>-To work with physical components of a system</li> <li>-To understand how to design and write a program for an embedded system</li> <li>-To use criteria to provide others with feedback on their work.</li> </ul>	<p>numbers date back to ancient Egypt, but it was 17th-century philosopher and mathematician, Gottfried Wilhelm Leibniz, who created the current binary number system</p> <ul style="list-style-type: none"> <li>-To develop the ability to reason logically about algorithms</li> <li>- To understand how some key algorithms can be expressed as programs</li> <li>-To understand that some algorithms are more efficient than others for the same problem</li> <li>- To understand common algorithms for searching and sorting a list.</li> </ul>	<ul style="list-style-type: none"> <li>-To storyboard an effective advert for a cause</li> <li>-To work collaboratively to shoot original footage and source additional content</li> <li>-To acknowledge intellectual property rights</li> <li>-To work collaboratively to edit the assembled content to make an effective advert.</li> </ul> <p><b><u>Esafty</u></b> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. know a range of ways to report concerns and inappropriate behaviour. Be discerning in evaluating digital content.</p>	<p>bookboy.com/)</p> <ul style="list-style-type: none"> <li>-To know about appropriate rules or guidelines for a civil online discussion</li> <li>-To know how search results are selected and ranked</li> <li>-To know how to argue their point effectively, supporting their views with sources</li> <li>-To know how to counter someone else’s argument while showing respect and tolerance</li> <li>-To know how to judge the reliability of an online source</li> <li>-To know some strategies for dealing with online bullying.</li> </ul> <p><b><u>Esafty</u></b> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour.</p>	<ul style="list-style-type: none"> <li>-To write and review content</li> <li>-To source digital media while demonstrating safe, respectful and responsible use</li> <li>-To design and produce a high-quality print document.</li> </ul> <p><b><u>Esafty</u></b> Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. Understand the opportunities networks offer for communication and collaboration.</p>	<p>Meet Sophia, World's First AI Humanoid Robot   Tony Robbins</p> <ul style="list-style-type: none"> <li>-To know how decision trees can be trained automatically to classify data</li> <li>-To know how speech recognition works</li> <li>-To know how a neural net recognises images</li> <li>To train a neural net to classify images</li> <li>-To train a machine learning system to identify sentiments</li> <li>-To consider some ethical principles in designing AI systems.</li> </ul>
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