MANLEY PARK
PRIMARY SCHOOL
GROWING TOGETHER

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

Computing Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	**Be respectful**	**Be understanding**	**Be compassionate**	**Be responsible**	**Be patient**	**Be positive**
EYFS Theme	**All About Us** *(Diversity)*	**Celebrations and Festivals** *(Values and Perception)*	**Friendship and Fairness** *(Social Justice)*	**Caring for our Environment** *(Sustainable development)*	**People who Help Us** *(Interdependence)*	**Changes** *(Aspirations)*
Nursery LQ	What Makes Me Special?	*What Are Special Times for Me and My Family?*	What Makes a Good Friend?	What is the Environment?	Who Helps Us?	How Have I Changed?
Nursery						
Reception LQ	How Are We All Different?	*Why Do We Celebrate?*	How Can I Be Fair?	How do I Look After the Environment?	How Do People Help Us?	Do I Notice How Things Have Changed?
Reception						
Whole School Theme	**Diversity**	**Values & Perceptions**	**Social Justice**	**Sustainable Development**	**Interdependence**	**Aspirations**
KS1 KQ	**Can I recognise the beauty of different people and places?**	**Can I understand that people have different values?**	**Do I understand and value fairness?**	**Do I understand the origins of what I have?**	**Who do I depend on and who depends on me?**	**Who should we admire?**
Year 1	**Technology around us** Recognising technology in school and using it responsibly.	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	**Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes.	**Grouping data** Exploring object labels, then using them to sort and group objects by properties.	**Digital writing** Using a computer to create and format text, before comparing to writing non-digitally	**Programming animations** Designing and programming the movement of a character on screen to tell stories.
Year 2	**Information technology around us** Identifying IT and how its	**Digital photography** Capturing and changing digital photographs for	**Robot algorithms** Creating and debugging programs, and using logical	**Pictograms** Collecting data in tally charts and using attributes to	**Digital music** Using a computer as a tool to explore rhythms and	**Programming quizzes** Designing algorithms and programs that use events to

	responsible use improves our world in school and beyond.	different purposes.	reasoning to make predictions.	organise and present data on a computer.	melodies, before creating a musical composition.	trigger sequences of code to make an interactive quiz
LKS2 KQ	**Can I find out what draws groups of people to certain places?**	**Can I understand how our values affect the way we live?**	**Do I recognise that actions have intended and unintended consequences?**	**Do I appreciate the value that sustainable resource use has on us and future generations?**	**Do I understand how action and choices made in the UK impact on the rest of the world?**	**Who do I want to be and what do I want to achieve?**
Year 3	**Connecting Computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Stop-frame animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Sequencing sounds** Creating sequences in a block-based programming language to make music.	**Branching databases** Building and using branching databases to group objects using yes/no questions.	**Desktop publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
UKS2 KQ.	**Can I appreciate different perspectives on Global issues?**	**Can I understand the power of the media?**	**Am I motivated to assist equality?**	**Can one person make a difference?**	**Do I understand that the world is a global community and what it means to be a global citizen?**	**How do I become the person I want to be?**
Year 5	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Video production** Planning, capturing, and editing video to produce a short film.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller.	**Flat-file databases** Using a database to order data and create charts to answer questions.	**Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects.	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.
Year 6	**Communication and collaboration** Exploring how data is transferred by working collaboratively online.	**Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Variables in games** Exploring variables when designing and coding a game.	**Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.	**3D modelling** Planning, developing, and evaluating 3D computer models of physical objects.	**Sensing movement** Designing and coding a project that captures inputs from a physical device.