	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Why should we care about what is happening on the other side of the world? What difference does being a Christian make to everyday life? (Link with St Johns and our local church) John 15:2 12 My command is this: Love each other as I have loved you Caring for the environment	How does the past impact our future? What is the Bible and how do people interpret it? Rules Rights and Responsibilities and link with our behaviour policy and expectations John 1:1 In the beginning was the Word, and the Word was with God, and the Word was God.	How do we learn from failure? What did Jesus do to save human beings? (UC) Feelings and Emotions/ Healthy Relationships Philippians 4:13 13 I can do all this through him who gives me strength .	What would life be like in a world without colour? Is seeing believing? Valuing Difference Hebrews 11:1 11 Now faith is the substance of things hoped for, the evidence of things not seen.	Is being strong always a good thing? What is philosophy? Growing and Changing Joshua 1:9 9 Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go."	What can we learn from the world beneath our feet? What do Muslims believe about God? Psalm 104:5 He set the earth on its foundations; it can never be moved. Rules Rights and Responsibilities
	Computing Systems and Networks *Connecting Computers* ● Explain how digital devices function. ● Identify input and output devices. ● Recognise how digital devices can change the way we work. ● Explain how a computer network can be used to share information. ● Explore how digital devices can be connected. ● To recognise the physical components of a network.	**Programming** *Sequence in Music* ● Explore Scratch as a programming environment. ● Identify that each sprite is controlled by commands. ● Explain that a program has a start. ● Recognise that a sequence of commands can have an order. ● Change the appearance of a project. ● Create a project from a task description.	**Creating Media** *Stop-frame Animation* ● Explain that animation is a sequence of drawings or photographs. ● Relate animated movement with a sequence of images. ● Plan an animation. ● Identify the need to work consistently and carefully. ● Review and improve an animation. ● Evaluate the impact of adding other media to an animation.	**Data and Information** *Branching Databases* ● Create questions with yes/no answers. ● Identify the object attributes needed to collect relevant data. ● Create a branching database. ● Identify objects using a branching database. ● Explain why it is helpful for a database to be well structured. ● Compare the information shown in a pictogram with a branching database.	**Programming** *Events and Actions* ● Explain how a sprite moves in an existing project. ● Create a program to move a sprite in four directions. ● Adapt a program to a new context. ● Develop a program by adding features. ● Identify and fix bugs in a program. ● Design and create a maze-based challenge.	**Creating Media** *Desktop Publishing* ● Recognise how text and images convey information. ● Recognise that text and layout can be edited. ● Choose appropriate page settings. ● Add content to a desktop publishing publication. ● Consider how different layouts can suit different purposes. ● Consider the benefits of desktop publishing.
Year 4	Is community important?		Is conflict ever justified?		Does the Earth look after us or do we look after the Earth?	

	What can we learn from different members/expressions of the Buddhist tradition? How do/have religious groups contribute to society and culture in the local area? (Link with St Johns) John 15:5 5 "I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.		What is sacrifice? (UC) How have events in history shaped beliefs? Proverbs 10:12 Hatred stirs up conflict, but love covers over all wrongs.		Can kindness/love change the world? What kind of world should we live in? John 3:16 16 For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.	
	Computing Systems and Networks *The Internet* ● Describe how networks physically connect to other networks. ● Recognise how networked devices make up the internet. ● Outline how websites can be shared via the World Wide Web. ● Describe how content can be added and accessed on the World Wide Web. ● Recognise how the content of the WWW is created by people. ● Evaluate the consequences of unreliable content.	**Creating Media** *Audio Editing* ● Identify that sound can be digitally recorded. ● Use a digital device to record sound. ● Explain that a digital recording is stored as a file. ● Explain that audio can be changed through editing. ● Show that different types of audio can be combined and played together. ● Evaluate editing choices made.	**Programming** *Repetition in Shapes* ● Identify that accuracy in programming is important. ● Create a program in a text-based language. ● Explain what 'repeat' means. ● Modify a count-controlled loop to produce a given outcome. ● Decompose a program into parts. ● Create a program that uses count-controlled loops to produce a given outcome.	**Data and Information** *Data Logging* ● Explain that data gathered over time can be used to answer questions. ● Use a digital device to collect data automatically. ● Explain that a data logger collects 'data points' from sensors over time. ● Use data collected over a long duration to find information. ● Identify the data needed to answer questions. ● Use collected data to answer questions.	**Creating Media** *Photo Editing* ● Explain that digital images can be changed. ● Change the composition of an image. ● Describe how images can be changed for different uses. ● Make good choices when selecting different tools. ● Recognise that not all images are real. ● Evaluate how changes can improve an image.	**Programming** *Repetition in Games* ● Develop the use of count-controlled loops in a different programming environment. ● Explain that in programming there are infinite loops and count controlled loops. ● Develop a design which includes two or more loops which run at the same time. ● Modify an infinite loop in a given program. ● Design a project that includes repetition. ● Create a project that includes repetition.

Year 5	Should people be able to choose where they live?		Creation or science – conflicting or complimentary?		Can you have rights without responsibilities?	
	Is believing in God reasonable? Was Jesus the Messiah? (UC) Valuing Difference, Money, Keeping safe Leviticus 19:33-34 [33] "'When a foreigner resides among you in your land, do not mistreat them. [34] The foreigner residing among you must be treated as your native-born. Love them as yourself, for you were foreigners in Egypt. I am the LORD your God.		What can we learn about the world/knowledge/ meaning of life from the great philosophers? How have expressions of Buddhists/Christians changed over time? Healthy Relationships, Growing and Changing Genesis 1:1-31 [1] In the beginning God created the heavens and the earth. [2] Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. [3] And God said, "Let there be light," and there was light. [4] God saw that the light was good, and he separated the light from the darkness. [5] God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.		Is it possible for something to always be right (or wrong)? What does it mean to be 'human'? Rules Rights and Responsibilities, Caring for the environment Matthew 22:36-39 [36] "Teacher, which is the greatest commandment in the Law?" [37] Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind.'[a] [38] This is the first and greatest commandment. [39] And the second is like it: 'Love your neighbour as yourself.'[b]	

| | **Data and Information** *Flat-file Databases* Use a form to record information. Compare paper and computer-based databases. Outline how grouping and then sorting data allows us to answer questions. Explain that tools can be used to select specific data. Explain that computer programs can be used to compare data visually. Apply knowledge of a database to ask and answer real-world questions. | **Programming** *Selection in Physical Computing* Control a simple circuit connected to a computer. Write a program that includes count-controlled loops. Explain that a loop can stop when a condition is met, e.g. number of times. Conclude that a loop can be used to repeatedly check whether a condition has been met. Design a physical project that includes selection. Create a controllable system that includes selection. | **Creating Media** *Video Editing* Recognise video as moving pictures, which can include audio. Identify digital devices that can record video. Capture video using a digital device. Recognise the features of an effective video. Identify that video can be improved through reshooting and editing. Consider the impact of the choices made when making and sharing a video. | **Computing Systems and Networks** *Sharing Information* Explain that computers can be connected together to form systems. Recognise the role of computer systems in our lives. Recognise how information is transferred over the internet. Explain how sharing information online lets people in different places work together. Contribute to a shared project online. Evaluate different ways of working together online. | **Creating Media** *Vector Drawing* Identify that drawing tools can be used to produce different outcomes. Create a vector drawing by combining shapes. Use tools to achieve a desired effect. Recognise that vector drawings consist of layers. Group objects to make them easier to work with. Evaluate a vector drawing. | **Programming** *Selection in Quizzes* Explain how selection is used in computer programs. Relate that a conditional statement connects a condition to an outcome. Explain how selection directs the flow of a program. Design a program which uses selection. Create a program which uses selection. Evaluate a program. |

Year 6	What is responsible for poverty? How do Buddhists explain suffering in the world? What does it mean if God is holy and loving? (UC) Proverbs 21:13 Whoever shuts their ears to the cry of the poor will also cry out and not be answered.		Is duty more important than belief? What do we mean by religion? Does religion bring peace, conflict or both? Islam/Christianity Ephesians 4:31-32 [31] Get rid of all bitterness, rage and anger, brawling and slander, along with every form of malice. [32] Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.		How do we cope with adversity? Is being happy the greatest purpose in life? – Humanism How has belief in God impacted on music and art through history? 2 Corinthians 4:16-18 [16] Therefore we do not lose heart. Though outwardly we are wasting away, yet inwardly we are being renewed day by day. [17] For our light and momentary troubles are achieving for us an eternal glory that far outweighs them all. [18] So we fix our eyes not on what is seen, but on what is unseen, since what is seen is temporary, but what is unseen is eternal.	
	Computing Systems and Networks *Communication* ● Identify how to use a search engine. ● Describe how search engines select results. ● Explain how search results are ranked. ● Recognise why the order of results is important, and to whom. ● Recognise how we communicate using technology. ● Evaluate different methods of online communication.	**Creating Media** *Web Page Creation* ● Review an existing website and consider its structure. ● Plan the features of a web page. ● Consider the ownership and use of images (copyright). ● Recognise the need to preview pages. ● Outline the need for a navigation path. ● Recognise the implications of linking to content owned by other people.	**Programming** *Variables in Games* ● Refine a 'variable' as something that is changeable. ● Explain why a variable is used in a program. ● Choose how to improve a game by using variables. ● Design a project that builds on a given example. ● Use a design to create a project. ● Evaluate a project.	**Data and Information** *Introduction to Spreadsheets* ● Identify questions which can be answered using data. ● Explain that objects can be described using data. ● Explain that formula can be used to produce calculated data. ● Apply formulas to data, including duplicating. ● Create a spreadsheet to plan an event. ● Choose suitable ways to present data.	**Creating Media** *3D Modelling* ● Use a computer to create and manipulate three-dimensional (3D) digital objects. ● Compare working digitally with 2D and 3D graphics. ● Construct a digital 3D model of a physical object. ● Identify that physical objects can be broken down into a collection of 3D shapes. ● Design a digital model by combining 3D objects. ● Develop and improve a digital 3D model.	**Programming** *Sensing* ● Create a program to run on a controllable device. ● Explain that selection can control the flow of a program. ● Update a variable with a user input. ● Use a conditional statement to compare a variable to a value. ● Design a project that uses inputs and outputs on a controllable device. ● Develop a program to use inputs and outputs on a controllable device.