Every unit of work in the Teach Computing Curriculum contains: a unit overview; a learning graph, to show the progression of skills and concepts in a unit; lesson content — including a detailed lesson plan, slides for learners, and all the resources you will need; and formative and summative assessment opportunities. These are all available by clicking on the link http://ncce.io/tcc

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| | Computing systems and networks | Creating media | Programming A | Data and information | Creating media | Programming B |
|--------|---|--|--|--|---|---|
| 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 editing 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. |
| Year 5 | Sharing information Identifying and exploring how information is shared between digital systems. | Video editing 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. | Vector drawing 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. |

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| Year 6 | Internet | Webpage creation | Variables in games | Introduction to | 3D modelling | Sensing Designing |
|--------|---------------------|--------------------|---------------------|--------------------|----------------------|-------------------|
| | communication | Designing and | Exploring variables | spreadsheets | Planning, | and coding a |
| | Recognising how | creating webpages, | when designing | Answering | developing, and | project that |
| | the WWW can be | giving | and coding a game. | questions by using | evaluating 3D | captures inputs |
| | used to | consideration to | | spreadsheets to | computer models | from a physical |
| | communicate and | copyright, | | organise and | of physical objects. | device. |
| | be searched to find | aesthetics, and | | calculate data. | | |
| | information. | navigation. | | | | |