Whole-school curriculum overview map - Computing

| Year Group | Autumn 1: | Autumn 2: | Spring 1: | Spring 2: | Summer 1: | Summer 2: |
|---------------|--|--|---|---|----------------------------------|-------------------------------|
| N | Understanding the World (Technology) | | | Digital Literacy | | |
| | Range 5: -Knows how to operate technology with support *Shows an interest in reas mobile phones and ta *Knows that information | simple equipment, e.g. can t: eal objects such as cameras, ablets. n can be retrieved from dig | and touchscreen devices such ital devices and the internet. | Range 4: -Recognise familiar icons from appsEnjoys drawing on touch screen technology. Range 5: -Shows interest in illustrations and word in digital booksLooks at and enjoys digital books independentlyKnows information can be relayed through signs and symbols in various forms eg. digital screensBegins to navigate apps and websites with digital media using drop down menu to select websites, and icons to select apps. | | |
| Rec | Und | lerstanding the World (Te | echnology) | | Digital Literacy | |
| | Range 6: -Completes a simple programme on electronic devices: *Uses ICT hardware to interact with age-appropriate computer software. *Can create content such as a video recording, stories, and/or draw a picture on screen. *Can use the internet with adult supervision to find and retrieve information of interest to them. | | | Range 6: -Develops digital literacy skills of technologies. | by being able to access, underst | and and interact with a range |

| Y1 | Autumn 1 Technology Around Us | Autumn 2 Digital Paintings | Spring 1 Digital Writing | Grouping Data | Moving a Robot | Introduction to Animations |
|----|---|--|--|--|--|---|
| | -Recognise common uses of information technology beyond school. -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. | -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. | -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully, keeping personal information private. | -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully, keeping personal information private. | -Recognise common uses of information technology beyond school. -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs. | -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs. |
| Y2 | Autumn 1: Information Technology in our World | Autumn 2: Digital Photography | Spring 1: Making Music | Spring 2: Pictograms | Summer 1: Robot Algorithms | Summer 2: An Introduction to Quizzes |
| | -Recognise common uses of information technology beyond school. | -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. | -Use technology purposefully to create , organise, store, manipulate, and retrieve digital content. | -Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. -Use technology safely and respectfully, keeping personal information private. | -Use technology safely and respectfully, keeping personal information private. -Understand what algorithms are; how they are implemented as programs | -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and |

| Y3 | Autumn 1 Connecting | Autumn 2 Branching Databases | Spring 1 Desktop Publishing: | Spring 2 Stop Frame Animation: An | on digital devices; and that programs execute by following precise and unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs. Summer 1 Sequencing in Music | unambiguous instructions. -Create and debug simple programs. -Use logical reasoning to predict the behaviour of simple programs. Summer 2 Events and Actions in |
|----|-------------------------|--|--|--|--|--|
| | -Use sequence, | -Select, use and combine | Wonders of Antarctica -Use search technologies | -Use search technologies | -Design, write and debug prog | Programmes grams that accomplish |
| | selection, and | a variety of software | effectively, appreciate how | effectively, appreciate how | specific goals, including control | - |
| | repetition in | (including internet | results are selected and | results are selected and | systems; solve problems by de | |
| | programs; work with | services) on a range of | ranked, and be discerning | ranked, and be discerning in | smaller parts. | |
| | variables and various | digital devices to design | in evaluating digital | evaluating digital content. | | |
| | forms of input and | and create a range of | content. | | -Use sequence, selection, and | |
| | output. | programs, systems and | Calada | -Select, use and combine a | work with variables and variou | is forms of input and |
| | -Understand | content that accomplish given goals, including | -Select, use and combine a variety of software | variety of software (including internet services) on a range | output. | |
| | computer networks | collecting, analysing, | (including internet | of digital devices to design | -Use logical reasoning to expla | in how some simple |
| | including the internet; | evaluating and presenting | services) on a range of | and create a range of | algorithms work and to detect | • |
| | how they can provide | data and information. | digital devices to design | programs, systems and | algorithms and programs. | |
| | multiple services, such | Use technology safely, | and create a range of | content that accomplish given | , - | |
| | as the world wide | respectfully and | programs, systems and | goals, including collecting, | -Select, use and combine a va | |
| | web; and the | responsibly; recognise | content that accomplish | analysing, evaluating and | internet services) on a range of | • |
| | opportunities they | acceptable/unacceptable | given goals, including | presenting data and | and create a range of progran | • • |
| | offer for | behaviour; identify a | collecting, analysing, | information. | that accomplish given goals, i | |
| | communication and | range of ways to report | evaluating and presenting | | analysing, evaluating and pres | enting data and |
| | collaboration. | | data and information. | | information. | |

| -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Autumn 1 Audio Editing: a Saxon Podcast | Autumn 2 The Internet | Spring 1 Photo Editing | Spring 2 Data Logging | Summer 1 Summer 2 Repetition in Games Repetition in Shapes |
|---|---|--|--|--|
| -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and | -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and | -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, | -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |

| | presenting data and information. -Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta ble behaviour; identify a range of ways to report concerns about content and contact. | | content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | evaluating and presenting data and information. | |
|----------|--|---|--|--|--|
| | Autumn 1 The Internet | Autumn 2 Photo Editing | Spring 1 Data Logging | Spring 2 Flat File Databases | Summer 1 Summer 2 Repetition on Games Selection in Quizzes |
| Y4/ 5 | -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. | -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and | -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |

| | | presenting data and information. | | | | |
|----|---|--|--|--|---|---|
| Y5 | Autumn 1 Sharing Information | Autumn 2 Video Editing | Spring 1 Vector Drawing | Spring 2 Flat File Databases | Summer 1 Selection in Physical Computing | Summer 2 Selection in Quizzes |
| | -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and | -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | -Design, write and debug prog specific goals, including contro systems; solve problems by desmaller parts. -Use sequence, selection, and work with variables and vario output. -Use logical reasoning to explain algorithms work and to detect algorithms and programs. | elling or simulating physical composing them into repetition in programs; us forms of input and ain how some simple |

| | create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. -Use technology safely, respectfully and responsibly; recognise acceptable/unaccepta | | | | | |
|----|---|---|---|---|---|---|
| | ble behaviour; identify | | | | | |
| | a range of ways to | | | | | |
| | report concerns about content and contact. | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Y6 | Internet | Webpage Creation- | Introduction to | 3D Modelling | Variables in Gaming | Sensing |
| | Communication | Where Does Our Energy Come From? | Spreadsheets | | | |
| | -Design, write and | -Select, use and combine | -Select, use and combine a | -Select, use and combine a | -Select, use and combine a va | |
| | debug programs that | a variety of software | variety of software | variety of software (including | internet services) on a range of | |
| | accomplish specific | (including internet | (including internet | internet services) on a range | and create a range of progran | |
| | goals, including | services) on a range of | services) on a range of | of digital devices to design | that accomplish given goals, it | |
| | controlling or | digital devices to design and create a range of | digital devices to design and create a range of | and create a range of | analysing, evaluating and pres information. | enting data and |
| | simulating physical systems; solve | programs, systems and | programs, systems and | programs, systems and content that accomplish given | | |
| | problems by | content that accomplish | content that accomplish | goals, including collecting, | -Use technology safely, respec | tfully and responsibly: |
| | decomposing them | given goals, including | given goals, including | analysing, evaluating and | recognise acceptable/unaccep | , |
| | into smaller parts. | collecting, analysing, | collecting, analysing, | , 3, | | . , |

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|-------------------------|---------------------------|---------------------------|--------------------------------|--|
| | evaluating and presenting | evaluating and presenting | presenting data and | range of ways to report concerns about content and |
| -Understand compute | data and information. | data and information. | information. | contact. |
| networks including | | | | |
| the internet; how | -Use technology safely, | | -Use technology safely, | |
| they can provide | respectfully and | | respectfully and responsibly; | |
| multiple services, | responsibly; recognise | | recognise | |
| such as the world | acceptable/unacceptable | | acceptable/unacceptable | |
| wide web; and the | behaviour; identify a | | behaviour; identify a range of | |
| opportunities they | range of ways to report | | ways to report concerns about | |
| offer for | concerns about content | | content and contact. | |
| communication and | and contact. | | | |
| collaboration. | | | | |
| | | | | |
| -Use search | | | | |
| technologies | | | | |
| effectively, appreciate | | | | |
| how results are | | | | |
| selected and ranked, | | | | |
| and be discerning in | | | | |
| evaluating digital | | | | |
| content. | | | | |
| | | | | |
| -Use technology | | | | |
| safely, respectfully | | | | |
| and responsibly; | | | | |
| recognise acceptable/ | | | | |
| unacceptable | | | | |
| behaviour; identify a | | | | |
| range of ways to | | | | |
| report concerns about | | | | |
| content and contact. | | | | |
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Bold: key curriculum components met in the particular topic.