

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		
	<p><u>Range 4:</u> -Seeks to acquire basic skills in turning on and operating some digital equipment.</p> <p><u>Range 5:</u> -Knows how to operate simple equipment, e.g. can navigate touch-capable technology with support: *Shows an interest in real objects such as cameras, and touchscreen devices such as mobile phones and tablets. *Knows that information can be retrieved from digital devices and the internet.</p>			<p><u>Range 4:</u> -Recognise familiar icons from apps. -Enjoys drawing on touch screen technology.</p> <p><u>Range 5:</u> -Shows interest in illustrations and word in digital books. -Looks at and enjoys digital books independently. -Knows information can be relayed through signs and symbols in various forms eg. digital screens. -Begins to navigate apps and websites with digital media using drop down menu to select websites, and icons to select apps.</p>		
Rec	Understanding the World (Technology)			Digital Literacy		
	<p><u>Range 6:</u> -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.</p>			<p><u>Range 6:</u> -Develops digital literacy skills by being able to access, understand and interact with a range of technologies.</p>		

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

					<p>on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p>	<p>unambiguous instructions.</p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p>
Y3	Autumn 1 Connecting Computers	Autumn 2 Branching Databases	Spring 1 Desktop Publishing: Wonders of Antarctica	Spring 2 Stop Frame Animation: An Egyptian Adventure	Summer 1 Sequencing in Music	Summer 2 Events and Actions in Programmes
	<p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-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.</p>	<p>-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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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.</p>	<p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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.</p>	<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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.</p>	

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Y4	<p>Autumn 1 Audio Editing: a Saxon Podcast</p>	<p>Autumn 2 The Internet</p>	<p>Spring 1 Photo Editing</p>	<p>Spring 2 Data Logging</p>	<p>Summer 1 Repetition in Games</p>	<p>Summer 2 Repetition in Shapes</p>
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	<p>presenting data and information.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>evaluating and presenting data and information.</p>		
	Autumn 1 The Internet	Autumn 2 Photo Editing	Spring 1 Data Logging	Spring 2 Flat File Databases	Summer 1 Repetition on Games	Summer 2 Selection in Quizzes
Y4/ 5	<p>-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.</p>	<p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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</p>	<p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-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.</p>	<p>-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.</p>	<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	

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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
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Y6	<p>Autumn 1 <i>Internet Communication</i></p>	<p>Autumn 2 <i>Webpage Creation- Where Does Our Energy Come From?</i></p>	<p>Spring 1 <i>Introduction to Spreadsheets</i></p>	<p>Spring 2 <i>3D Modelling</i></p>	<p>Summer 1 <i>Variables in Gaming</i></p>	<p>Summer 2 <i>Sensing</i></p>
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Bold: key curriculum components met in the particular topic.