



Computing Curriculum Overview



	Autumn Detect	Spring Seek	Summer Construct
Early Years	Self-Image & Identity Online Safety 4. Online Bullying <i>* Deliver Anti-Bullying Week in November</i>	<i>Use of 'RAMP Model', linked to various texts.</i> <i>use physical coding robots (e.g. Bee-Bots, Blue-Bots etc) to program a physical device.</i> Computer Science - Theory Where opportunities allow, pupils discuss the range of technology used in places such as homes and schools. Information Technology Integrate appropriate Purple Mash activities where appropriate linked to the EYFS 2021 Framework: Online Safety 3. Online Reputation <i>* Deliver Safer Internet Day in February</i> 2. Online Relationships	Computer Science - Theory Where opportunities allow, pupils discuss the range of technology used in places such as homes and schools. Information Technology Integrate appropriate Purple Mash activities where appropriate linked to the EYFS 2021 Framework 5. Managing Online Information
Year 1	Programming Direction - 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	Making Multimedia Stories - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school	Digital art – 2paint - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school



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Year 2	Writing In Different Styles • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school •	Scratch Junior • 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content	Beginning to Present • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Year 3	Online Safety • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Communication and Collaboration • 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 concerns about content and contact • 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	Real Life Algorithms • 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 • 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



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Year 4	Online Safety use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Computational Thinking - Alien Contact! - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Searching the web - 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 concerns about content and contact - 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
Year 5	Coding – retro games- Snake io - 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	Building circuits – Lend equipment off computer hub (Sprite box) - 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 - 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,	Building Collaborative Websites- Barefoot - 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 concerns about content and contact - understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and



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		including collecting, analysing, evaluating and presenting data and information	the opportunities they offer for communication and collaboration
Year 6	Searching the web - 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 concerns about content and contact - 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	Micro:bit - 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 - 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	Manipulating images 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

Ten- Ten- covers online safety objectives in upper key stage two.
Education for a connected world will be used in online safety lessons.