

Curriculum Plan

Computing

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'

Nebula Spirituality Statement



Computing: National Curriculum		
EYFS	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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 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

CURRICULUM COVERAGE

The National Curriculum has been divided up into three areas: Information Technology, Digital Literacy and Computer Science. Within each of these areas, **Core Skills** have then been identified and allocated to each iLearn2 unit and are covered throughout an academic year.

One lesson of **E-Safety** is taught each half term, unless the skills are covered in a PSHE or RSE unit.

Information Technology	Digital Literacy	Computer Science
<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <p>Audio/Visual Design</p> <p>Text and Images</p>	<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes 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. <p>E-Safety</p>	<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes 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 <p>Programming</p>
<ul style="list-style-type: none"> 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>Audio/Visual Design</p> <p>Text and Images</p> <p>Data Handling</p>	<ul style="list-style-type: none"> 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact <p>Internet Research</p> <p>E-Safety</p>	<ul style="list-style-type: none"> 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 <p>Programming</p>

Class One

Reception, Year 1 and Year 2

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B (2023-24)	Comic Creation (Y1) [Text and Images] [E-Safety] Privacy and security	Digital Art (2) [Audio and Visual] [E-Safety] Health, wellbeing and lifestyle	Mouse and Keyboard Skills (EYFS/Y1) [Mouse and Keyboard Skills] [E-Safety] Online relationships	E-safety (Y1/2) Personal information and sharing online. [E-Safety] Copyright and ownership	Scratch Junior (2) [Programming] Typing (1/2) [Mouse and Keyboard Skills] [E-Safety] Online reputation Managing Online Information	
Year C (2024-25)	Text and Images (Y1) [Text and Images] [E-Safety] Privacy and security	Introduction to Animation (2) [Audio and Visual] [E-Safety] Health, wellbeing and lifestyle	Uses of IT (Y2) [Recognise uses of IT] [E-Safety] Online relationships	E-safety (Y1/2) [E-Safety] Copyright and ownership	Introduction to (1) and Developing (2) [Programming] Data Handling (2) [Mouse and Keyboard Skills] [E-Safety] Online reputation Managing Online Information	
Year A (2025-26)	Text and Images (Y1) [Text and Images] [E-Safety] Privacy and security	Introduction to Animation (2) [Audio and Visual] [E-Safety] Health, wellbeing and lifestyle	Uses of IT (Y2) [Recognise uses of IT] [E-Safety] Online relationships	E-safety (Y1/2) Personal information and sharing online. [E-Safety] Copyright and ownership	Introduction to (1) and Developing (2) [Programming] Data Handling (2) [Mouse and Keyboard Skills] [E-Safety] Online reputation Managing Online Information	

iLearn2 unit - go to <https://www.ilearn2.co.uk>

[Core Skill] - go to the Progression and Skills Map

Class Two

Year 3, 4 and 5

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B (2022-23)	Infographics (Y3) [Text and Images] [E-Safety] privacy and security	Video Editing (Y4) [Audio/Visual Design] [E-Safety] health, wellbeing and lifestyle	E-Safety (Y3/4) [E-Safety] [E-Safety] online relationships	Internet Research (Y4) [E-Safety] copyright and ownership	Kodu (Y3) [Programming] [E-Safety] online reputation	Data Handling (Y4) [Data Handling] [E-Safety] managing online information
Year C (2023-24)	Graphic Design (Y4) [Text and Images] [E-Safety] privacy and security	Music Creation (Y3/5) [Audio/Visual] [E-Safety] health, wellbeing and lifestyle	E-Safety (Y3/4) [E-Safety] [E-Safety] online relationships	Internet Research (Y4) [E-Safety] copyright and ownership	Scratch (Y4) [Programming] [E-Safety] online reputation	Data Handling (Y5) [E-Safety] [E-Safety] managing online information
Year C (2024-25)	Ebooks (Y4/5) [Text and Images] [E-Safety] privacy and security	Animation (Y4) [Audio/ Visual] [E-Safety] health, wellbeing and lifestyle	E-Safety (Y3/4) [E-Safety] [E-Safety] online relationships	Internet Research (Y4) [E-Safety] copyright and ownership	Physical Devices (Y5) [Programming] [E-Safety] online reputation	Branching Databases (Y3) and Typing [Data Handling] [E-Safety] managing online information

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[Core Skill] - go to the Progression and Skills Map

Class Three

Year 6

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B (2023-24)	Past Present and Future (Y6) [Computers] [E-Safety] privacy and security	Graphic Design (Y6) [Audio and Visual Design] [E-Safety] health, wellbeing and lifestyle	E-Safety (Y5/6) [E-Safety] [E-Safety] online relationships	Data Detectives (Y6) [Data Handling] [E-Safety] copyright and ownership	Python Programming (Y6) [Programming] [E-Safety] online reputation	Web Design (Y6) [Programming] [E-Safety] managing online information

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[Core Skill] - go to the Progression and Skills Map