

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 and Year 1

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (2022-23)	E-Safety (Y1) [E-Safety] [E-Safety] privacy and security	Digital Art and Design (EYFS) [Audio/Visual Design] [E-Safety] health, wellbeing and lifestyle	Digital Photos and Video (EYFS) [Audio/Visual Design] [E-Safety] online relationships	Text and Images (Y1) [Text and Images] [E-Safety] copyright and ownership	Introducing programming (Y1) [Programming] [E-Safety] online reputation [E-Safety] managing online information	
Year B (2023-24)	E-Safety (Y1) [E-Safety] [E-Safety] privacy and security	Computer Discovery (EYFS) [Text and Images] [E-Safety] health, wellbeing and lifestyle	Digital Art (Y1) [Audio/Visual Design] [E-Safety] online relationships	Music Creation (Y1) [Audio/Visual Design] [E-Safety] copyright and ownership	Early Programming (EYFS) [Programming] [E-Safety] online reputation [E-Safety] managing online information	

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

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

Class Two

Year 2, 3 and 4

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (2022-23)	Programming in Scratch Jr (Y2) [Programming] [[E-Safety] privacy and security	Ebook Creation (Y2) [Text and Images] [E-Safety] health, wellbeing and lifestyle	Music Creation (Y3) [Audio/Visual Design] [E-Safety] online relationships	Programming in Scratch (Y4) [Programming] [E-Safety] copyright and ownership	Inside a Computer (Y4) [Internet Research] [E-Safety] online reputation	Data Handling (Y4) [Data Handling] [E-Safety] managing online information
Year B (2023-24)	Internet Research (Y2) [Internet Research] [E-Safety] privacy and security	Introduce Data Handling (Y2) [Data Handling] [E-Safety] health, wellbeing and lifestyle	Document Editing and Creation (Y3) [Text and Images] [E-Safety] online relationships	Programming in Kodu (Y3) [Programming] [E-Safety] copyright and ownership	Graphic Design (Y4) [Audio/Visual Design] [E-Safety] online reputation	E-Safety (Y3/4) [E-Safety] [E-Safety] managing online information
Year C (2024-25)	Digital Art (Y2) [Audio/Visual Design] [E-Safety] privacy and security	Develop Programming (Y2) [Programming] [E-Safety] health, wellbeing and lifestyle	Programming in Scratch (Y3) [Programming] [E-Safety] online relationships	Branching database (Y3) [Data Handling] [E-Safety] copyright and ownership	Internet Research (Y4) [Internet Research] [E-Safety] online reputation	Ebook Creation (Y4) [Text and Images] [E-Safety] managing online information

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

Class Three

Year 5 and 6

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (2022-23)	Ebook Creation (Y5) [Text and Images] [E-Safety] privacy and security	Computer Networks + the Internet (Y5) [Internet Research] [E-Safety] health, wellbeing and lifestyle	Graphic Design (Y6) [Audio/Visual Design] [E-Safety] online relationships	Data Detectives (Y6) [Data Handling] [E-Safety] copyright and ownership	Programming in Scratch (Y5) [Programming] [E-Safety] online reputation	Python Programming (Y6) [Programming] [E-Safety] managing online information
Year B (2023-24)	Music Creation (Y5) [Audio/Visual Design] [E-Safety] privacy and security	Data Handling (Y5) [Data Handling] [E-Safety] health, wellbeing and lifestyle	Computers: Past, Present and Future (Y6) [Internet Research] E-Safety (Y5/6) [E-Safety] [E-Safety] online relationships	Web Design (Y6) [Text and Images] [E-Safety] copyright and ownership	Text-Based Programming (Y5) [Programming] [E-Safety] online reputation	HTML (Y6) [Programming] [E-Safety] managing online information

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