

# 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"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>

## 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"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul> <p><b>Audio/Visual Design</b></p> <p><b>Text and Images</b></p>	<ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</li> <li>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.</li> </ul> <p><b>E-Safety</b></p>	<ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes</li> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b>Programming</b></p>
<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Audio/Visual Design</b></p> <p><b>Text and Images</b></p> <p><b>Data Handling</b></p>	<ul style="list-style-type: none"> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul> <p><b>Internet Research</b></p> <p><b>E-Safety</b></p>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul> <p><b>Programming</b></p>

**Class One**

**Reception, Year 1 and Year 2**

<b>Class 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year B</b> (2023-24)	<b>Comic Creation (Y1)</b> [Text and Images]  [E-Safety] Privacy and security	<b>Digital Art (2)</b> [Audio and Visual]  [E-Safety] Health, wellbeing and lifestyle	<b>Mouse and Keyboard Skills (EYFS/Y1)</b> [Mouse and Keyboard Skills]  [E-Safety] Online relationships	<b>E-safety (Y1/2)</b> Personal information and sharing online.  [E-Safety] Copyright and ownership	<b>Scratch Junior (2)</b> [Programming]  <b>Typing (1/2)</b> [Mouse and Keyboard Skills]  [E-Safety] Online reputation Managing Online Information	
<b>Year C</b> (2024-25)	<b>Text and Images (Y1)</b> [Text and Images]  [E-Safety] Privacy and security	<b>Introduction to Animation (2)</b> [Audio and Visual]  [E-Safety] Health, wellbeing and lifestyle	<b>Uses of IT (Y2)</b> [Recognise uses of IT]  [E-Safety] Online relationships	<b>E-safety (Y1/2)</b>   [E-Safety] Copyright and ownership	<b>Introduction to (1) and Developing (2)</b> [Programming]  <b>Data Handling (2)</b> [Mouse and Keyboard Skills]  [E-Safety] Online reputation Managing Online Information	
<b>Year A</b> (2025-26)	<b>Text and Images (Y1)</b> [Text and Images]  [E-Safety] Privacy and security	<b>Introduction to Animation (2)</b> [Audio and Visual]  [E-Safety] Health, wellbeing and lifestyle	<b>Uses of IT (Y2)</b> [Recognise uses of IT]  [E-Safety] Online relationships	<b>E-safety (Y1/2)</b> Personal information and sharing online.  [E-Safety] Copyright and ownership	<b>Introduction to (1) and Developing (2)</b> [Programming]  <b>Data Handling (2)</b> [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
<b>Year B</b> (2022-23)	<b>Infographics (Y3)</b> [Text and Images]  [E-Safety] privacy and security	<b>Video Editing (Y4)</b> [Audio/Visual Design]  [E-Safety] health, wellbeing and lifestyle	<b>E-Safety (Y3/4)</b> [E-Safety]  [E-Safety] online relationships	<b>Internet Research (Y4)</b>   [E-Safety] copyright and ownership	<b>Kodu (Y3)</b> [Programming]  [E-Safety] online reputation	<b>Data Handling (Y4)</b> [Data Handling]  [E-Safety] managing online information
<b>Year C</b> (2023-24)	<b>Graphic Design (Y4)</b> [Text and Images]  [E-Safety] privacy and security	<b>Music Creation (Y3/5)</b> [Audio/Visual]  [E-Safety] health, wellbeing and lifestyle	<b>E-Safety (Y3/4)</b> [E-Safety]  [E-Safety] online relationships	<b>Internet Research (Y4)</b>   [E-Safety] copyright and ownership	<b>Scratch (Y4)</b> [Programming]  [E-Safety] online reputation	<b>Data Handling (Y5)</b> [E-Safety]  [E-Safety] managing online information
<b>Year C</b> (2024-25)	<b>Ebooks (Y4/5)</b> [Text and Images]  [E-Safety] privacy and security	<b>Animation (Y4)</b> [Audio/ Visual]  [E-Safety] health, wellbeing and lifestyle	<b>E-Safety (Y3/4)</b> [E-Safety]  [E-Safety] online relationships	<b>Internet Research (Y4)</b>   [E-Safety] copyright and ownership	<b>Physical Devices (Y5)</b> [Programming]  [E-Safety] online reputation	<b>Branching Databases (Y3) and Typing</b> [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
<b>Year B</b> (2023-24)	<b>Past Present and Future (Y6)</b> [Computers]  [E-Safety] privacy and security	<b>Graphic Design (Y6)</b> [Audio and Visual Design]  [E-Safety] health, wellbeing and lifestyle	<b>E-Safety (Y5/6)</b> [E-Safety]  [E-Safety] online relationships	<b>Data Detectives (Y6)</b> [Data Handling]  [E-Safety] copyright and ownership	<b>Python Programming (Y6)</b> [Programming]  [E-Safety] online reputation	<b>Web Design (Y6)</b> [Programming]  [E-Safety] managing online information

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