

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
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 - 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	- 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 been identified and allocated to the ilearn2 units covered.

Information Technology	Digital Literacy	Computer Science
Audio/Visual Design Text and Images Data Handling - 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 - 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	Uses of IT E-Safety Internet Research - 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. - 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	Programming - 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 - 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

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

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Class One

Reception and Year 1

Class 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (2024-25)	Text and Images (Y1) [Text and Images]	Digital Art and Design (EYFS) [Audio/Visual Design]	E-Safety Online relationships	Digital Literacy and Numeracy (EYFS) [Mouse and Keyboard skills]	Introducing programming (Y1) [Programming]	
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online bullying Copyright and Ownership	
Year B (2025-26)	Computer Discovery (EYFS) [Text and Images]	3D Design (Y1) [Audio/Visual Design]	E-Safety Online relationships	Mouse and Keyboard skills (EYFS/Y1) [Mouse and Keyboard skills]	Early Programming (EYFS) [Programming]	
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online bullying Copyright and Ownership	

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

Class Two

Year 2 and 3

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (2024-25)	Ebook Creation (Y2) [Text and Images]	Music Creation (Y3) [Audio/Visual Design]	E-Safety Online relationships	Develop Programming (Y2) [Programming]	Introduce Data Handling (Y2) [Data Handling]	Programming in Kodu (Y3) [Programming]
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online Bullying	Copyright and Ownership
Year B (2025-26)	Document Editing and Creation (Y3) [Text and Images]	Digital Art (Y2) [Audio/Visual Design]	E-Safety Online relationships	Internet Research (Y2) [Internet Research]	Branching database (Y3) [Data Handling]	Programming in Scratch Jr (Y2) [Programming]
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online Bullying	Copyright and Ownership

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

Class Three

Year 4, 5 and 6

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (2025-26)	Ebook Creation (Y4) [Text and Images]	Graphic Design (Y4) [Audio/Visual Design]	E-Safety Online relationships	Computer Networks + the Internet (Y5) [Internet Research]	Data Handling (Y5) [Data Handling]	Programming in Scratch (Y4) [Programming]
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online Bullying	Copyright and Ownership
Year B (2026-27)	Web Design (Y6) [Text and Images]	Music Creation (Y5) [Audio/Visual Design]	E-Safety Online relationships	Inside a Computer (Y4) [Internet Research] Physical Devices (Y5)	Data Handling (Y4) [Data Handling]	Text-Based Programming (Y5) [Programming]
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online Bullying	Copyright and Ownership
Year C (2024-25)	App Design (Y5) [Text and Images]	Graphic Design (Y6) [Audio/Visual Design]	E-Safety Online relationships	Internet Research (Y4) [Internet Research]	Data Detectives (Y6) [Data Handling]	Python Programming (Y6) [Programming]
E-Safety	Privacy and security	Health, wellbeing and lifestyle	Managing online information	Online reputation Self image and Identity.	Online Bullying	Copyright and Ownership

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