



## Curriculum Overview – Computing



### Units Covered

Year Group	Autumn Term		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B	Year A	Year B
Year 1 and 2	<b>Theme:</b> Programming and Coding - Espresso Coding	<b>Theme:</b> Programming and Coding - Espresso Coding	<b>Theme:</b> Scratch Jnr – Great Fire Of London	<b>Theme:</b> Scratch Jnr – Polar Regions	<b>Theme:</b> Novation Launchpad music creator	<b>Theme:</b> Novation Launchpad music creator	<b>Theme:</b> ICT in the home	<b>Theme:</b> ICT in the home	<b>Theme:</b> Online Safety	<b>Theme:</b> Online Safety	<b>Theme:</b> PowerPoint Skills - Victorians	<b>Theme:</b> Office Skills - Toys
Year 3 and 4	<b>Theme:</b> Scratch – The Vikings	<b>Theme:</b> Codebreaking Project	<b>Theme:</b> Online Safety	<b>Theme:</b> Online Safety	<b>Theme:</b> Programming and Coding - Espresso Coding	<b>Theme:</b> Digit Exhibition	<b>Theme:</b> Computers in the home and the workplace	<b>Theme:</b> Computers in the home and workplace	<b>Theme:</b> Office Applications	<b>Theme:</b> Scratch – Stone Age	<b>Theme:</b> Typing and Webquest	<b>Theme:</b> Typing and Webquest
Year 5 and 6	<b>Theme:</b> Office Tools – Tudor Banquet	<b>Theme:</b> Data Collection and Presentation - Rivers	<b>Theme:</b> Computer Networks	<b>Theme:</b> Computer Networks	<b>Theme:</b> Scratch – Rainforest Adventure	<b>Theme:</b> Online Safety	<b>Theme:</b> Online Safety	<b>Theme:</b> Spark Video - Victorians	<b>Theme:</b> Website Development - Anglo-Saxons and Romans	<b>Theme:</b> IMovie – Space Movie Trailer	<b>Theme:</b> Programming and Coding - Espresso Coding	<b>Theme:</b> Programming and Coding - Espresso Coding

# Curriculum Overview – Computing

## National Curriculum Coverage

<b>Key Stage One - Computing</b>						
Statutory National Curriculum Statement	Polar Regions	Seaside	Toys	Great Fire of London	Kenya	Victorians
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.						

<b>Lower Key Stage 2 - Computing</b>						
Statutory National Curriculum Statement	Ancient Civilisations	The UK	The Vikings	The Stone Age	Volcanoes	WW2
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						



## Curriculum Overview – Computing

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.						

<b>Upper Key Stage 2 - Computing</b>						
Statutory National Curriculum Statement	The Tudors	Rainforests	Anglo Saxons and Romans	Victorians	Rivers	Space and explorers
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						



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