

Whole School Computing						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception (EYFS)	Continuous Provision (*see below)	Continuous Provision (*see below)	Beebots Continuous Provision (*see below)	Continuous Provision (*see below)	Continuous Provision (*see below)	Continuous Provision (*see below)
Year 1	Computing Systems and Networks - Technology around us	<u>Project Evolve</u> Logging in Typing	Programming A – Moving a robot	Creating Media – digital painting	Data and Information – Grouping data	<u>Project Evolve</u> Logging in Typing
Year 2	Computer Systems and Network – IT Around Us	<u>Project Evolve</u> Functional Skills - Logging in Typing Finding websites	Programming A – Robot Algorithms	Data and information - Pictograms	Creating Media – Digital Photography	<u>Project Evolve</u> Functional Skills - Logging in Typing Finding websites
Year 3	<u>Project Evolve</u> Managing Online Information	Computer Systems and Network – Connecting Computers	Creating Media – Stop-frame animation	Programming A – Sequencing sounds	Data and information – Branching databases	<u>Project Evolve</u> Typing and functional skills
Year 4	Computing systems and networks – The internet	<u>Project Evolve</u> Functional skills	<u>Project Evolve</u> Functional Skills	Programming A – Repetition in shapes	Data and Information – Data Logging	Creating media – Photo Editing
Year 5	<u>Project Evolve</u> Logginig in Typing	Computing systems and Network –	Programming A – selection in	<u>Project Evolve</u> Logging in Typing	Data and Information – Flat-file databases	Creating Media – Video Production

	Keyboard skills	Systems and Searching	physical computing (crumbles)	Keyboard Skills		
Year 6	Project Evolve Functional skills Logging on	Programming A – Variables in games	Data and Information - Spreadsheets	Creating Media – Webpage Creation (Will be creating their yearbook)	Project Evolve Functional Skills	Using Micro-bit for primary to secondary transition Year 6 will cover this rather than Computer Systems and Networks to prepare them for the transition to KS3.
Daisy Class Daisy Class have a three year cycle Daisy Class long term plan is based on the Y4 curriculum plans. Daisy Class only have computing sessions for 3 terms, interchanged with geography.	Cycle 1 (2024/2025)	Functional Skills/ Online Safety T1 – Produce a brochure (Publisher)	Creating Media – audio production		Functional Skills/Online Safety	
	Cycle 2 (2025/2026)	Functional Skills/Online Safety	Programming – Repetition in shapes/ Creating Media – Photo editing		Functional Skills/Online Safety	
	Cycle 3 (2026/2027)	Computer Systems and Networks	Functional Skills/Online Safety		Data and Information	

Online Safety - Project Evolve

We use the ProjectEVOLVE resources to deliver a comprehensive online safety curriculum in school. Each of the 330 statements from UK Council for Internet Safety's (UKCIS) framework "Education for a Connected World" with perspectives; research; activities; outcomes; supporting resources and professional development materials. ProjectEVOLVE breaks down online safety into eight key strands; self-image and identity, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security and copyright and ownership. Online safety is also visited within our R(S)HE Jigsaw curriculum too.

EYFS continuous provision

EYFS computing is focused around play-based, unplugged (no computer) activities that focus on building children's listening skills, curiosity and creativity and problem solving.

Technology in Reception could be:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or using a keyboard in the role area
- using a Beebot (Term 3 Beebots are in school)
- watching a video clip or listening to music

Children will become familiar with the equipment and vocabulary and they will have a strong start to key stage 1 curriculum and will develop their digital literacy.

Links to Development Matters

Personal, Social and Emotional Development:

- Show resilience and perseverance in the face of a challenge.
- Know and talk about the different factors that support their overall health and wellbeing:
- sensible amounts of 'screen time'

Physical Development:

- Develop their small motor skills so that they can use a range of tools competently,

Links to ELGs

Personal, Social and Emotional Development: Managing self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly

Expressive Arts and Design: Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Understanding the World: Past and Present:

- Talk about the lives of people around them and their roles in society.
- Know some differences and similarities between things in the past and now, drawing on their experiences. People, Culture and Communities:
- Describe their immediate environment using knowledge from observation, discussion, texts, maps.

Substantive concepts

Definitions

Computer Science

The technical design. The design of new software, the solution to computing problems and the development of different ways to use technology.

Information technology

The technical knowledge. The design, use and understanding of hardware and software; computers and electronic systems for storing and using information.

Digital Literacy	The technical skills. The ability to use information and communication technologies to find, create, evaluate, and communicate information.
<u>Disciplinary concepts</u>	<u>Definitions</u>
Code	Using and writing codes to produce instructions and algorithms; to solve problems; to test and use logic and sequences against inputs and outputs.
Connect	Being able to safely, efficiently and confidently digitally connect with others
Communicate	Being able to safely, efficiently and confidently use apps and information technology to communicate ideas
Collect	Being able to safely, efficiently and confidently find, evaluate, store, sort and use appropriate data.