

Computing Curriculum 2-Year Cycle Overview with curriculum objectives

Year	Key Stage	Autumn	Spring	Summer
A	EYFS (Barefoot Computing)	<p>Awesome Autumn</p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes, work places and schools. To select and use technology for particular purposes. 	<p>People who help us</p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes, work places and schools. To select and use technology for particular purposes. 	<p>Summer Fun</p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes, work places and schools. To select and use technology for particular purposes.
	KS1 (Teach Computing)	<p>Y1 Technology all around us Y2 IT around us</p> <ul style="list-style-type: none"> 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 	<p>Y1 digital painting Y2 Digital photography</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Y1 Programming A moving a robot Y2 Programming A robot Algorithms</p> <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

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				<ul style="list-style-type: none"> • use logical reasoning to predict the behaviour of simple programs
	LKS2 (Teach Computing)	<p>Connecting Computers/The internet (Y3/4)</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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Creating animation Year 3</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>Sequencing sounds/events and actions Year 3</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
	UKS2 (Teach Computing)	<p>3D modelling (linked to DT structures)</p> <ul style="list-style-type: none"> • select, use and combine a variety of software (including internet services) on a range of 	<p>Programming – Crumbles Y5 (linked to electricity/DT)</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating 	<p>Web page creation Y6 – Planets research</p> <ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be

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		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	physical systems; solve problems by decomposing them into smaller parts <ul style="list-style-type: none"> • 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 	discerning in evaluating digital content <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 • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
B	EYFS (Barefoot Computing)	Busy Bodies <ul style="list-style-type: none"> • To recognise that a range of technology is used in places such as homes, work places and schools. 	Springtime <ul style="list-style-type: none"> • To recognise that a range of technology is used in places such as homes, work places and schools. 	Super Space <ul style="list-style-type: none"> • To recognise that a range of technology is used in places such as homes, work places and schools.

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		<ul style="list-style-type: none"> To select and use technology for particular purposes. 	<ul style="list-style-type: none"> To select and use technology for particular purposes. 	<ul style="list-style-type: none"> To select and use technology for particular purposes.
KS1 (Teach Computing)	<p>Y1 Data information grouping data</p> <p>Y2 Data and information pictograms</p> <ul style="list-style-type: none"> 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. 	<p>Y1 creating media digital writing</p> <p>Y2 creating media digital music</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	<p>Y1 Programming B programming animations</p> <p>Y2 Programming B programming quizzes</p> <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 	
LKS2 (Teach Computing)	<p>Branching Databases Year 3 and Datalogging Year 4</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet 	<p>Desktop publishing Year 3</p> <p>Audio production Year 4</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet 	<p>Repetition in shapes Year 4</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating 	

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		<p>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>	<p>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>	<p>physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> • 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
UKS2 (Teach Computing)	<p>Computing systems and networks: combining elements of Y5 and 6 units</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 	<p>Flat-file databases and Spreadsheets: combining elements of Y5 and 6 units</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 	<p>Variables in games Y6 – Olympics theme</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 	

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		<p>and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none">• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<p>presenting data and information</p>	<ul style="list-style-type: none">• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
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