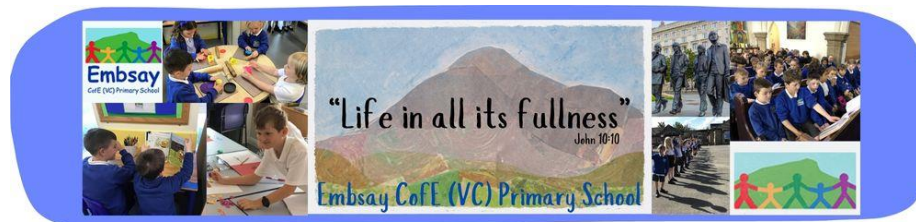


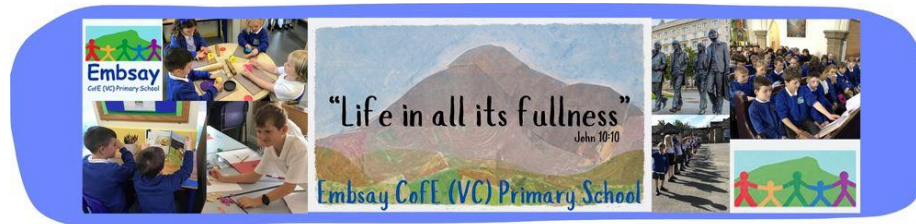
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Computing Legends: Douglas Englebart – Summer 1	<i>Opportunities for Computational Thinking through Provision: Tinkering, Creating, Collaboration, Persevering, Logic, Pattern, Abstraction, Algorithms and decomposition.</i> https://www.barefootcomputing.org/earlyyears					
	Ourselves 'AWESOME AUTUMN' Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating	Diwali CREATING MEDIA Tinkering, Creating, Collaborating, Patterns, Persevering	Eng: Princes, Princesses & Dragons 'SPRINGTIME' Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition Animals 'WINTER WARMERS' Algorithms, Creating, Collaborating, Decomposition, Tinkering, Persevering	Growing & Changing 'BUSY BODIES' Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction	Computing systems and networks – TECHNOLOGY AROUND US Learning about laptops- identify the components of a computer and starting to learn how to turn them on/login to the school system. Tinkering, Collaborating, Logic, Creating, Abstraction, Persevering	Pirates 'BOATS-AHOY' Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating SUMMER FUN Tinkering, Creating, Debugging, Pattern, Persevering, Logic, Algorithms, Collaborating
Year 1 Computing Legends: Katherine Johnson – Autumn 2 Steve Jobs – Summer 2	COMPUTING SYSTEMS AND NETWORKS Technology around us Online Safety	CREATING MEDIA Digital Painting	PROGRAMMING A Moving a robot	DATA AND INFORMATION Grouping data Online Safety	CREATING MEDIA Digital writing Online Safety	PROGRAMMING B Introduction to animation



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<p>Year 2</p> <p>Computing Legends: Charles Babbage – Autumn 1</p> <p>Ada Lovelace – Spring 1</p>	<p>COMPUTING SYSTEMS AND NETWORKS</p> <p>Information technology around us Online safety</p>	<p>CREATING MEDIA</p> <p>Digital photography</p>	<p>PROGRAMMING A</p> <p>Robot algorithms</p>	<p>DATA AND INFORMATION</p> <p>Pictograms Online safety</p>	<p>CREATING MEDIA</p> <p>Making music Online safety</p>	<p>PROGRAMMING B</p> <p>Introduction to quizzes</p>
<p>Year 3</p> <p>Bill Gates – Autumn</p> <p>Dorcas Muthoni - Spring</p>	<p>COMPUTING SYSTEMS AND NETWORKS</p> <p>Connecting Computers</p>	<p>CREATING MEDIA</p> <p>Desktop publishing Online safety</p>	<p>PROGRAMMING A</p> <p>Sequence in music</p>	<p>DATA AND INFORMATION</p> <p>Branching databases</p>	<p>CREATING MEDIA</p> <p>Stop frame animation Online safety</p>	<p>PROGRAMMING B</p> <p>Events and actions</p>
<p>Year 4</p> <p>Tim Berners-Lee – Autumn 1</p> <p>Sir Clive Sinclair - Summer</p>	<p>COMPUTING SYSTEMS AND NETWORKS</p> <p>The internet</p>	<p>CREATING MEDIA</p> <p>Audio editing Online safety</p>	<p>PROGRAMMING A</p> <p>Repetition in shapes</p>	<p>DATA AND INFORMATION</p> <p>Data logging</p>	<p>CREATING MEDIA</p> <p>Photo Editing Online safety</p>	<p>PROGRAMMING B</p> <p>Repetition in games</p>

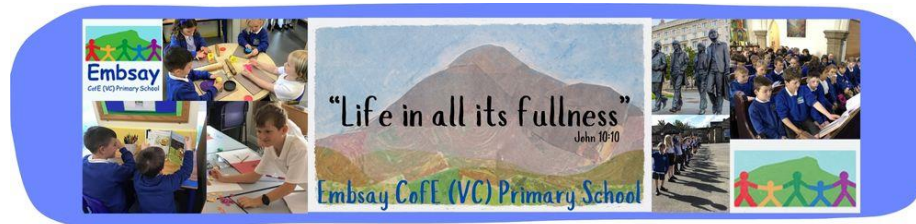


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<p>Year 5 Margaret Hamilton – Autumn Edgar F. Codd – Spring 2</p>	<p>COMPUTING SYSTEMS AND NETWORKS Sharing information Online safety</p>	<p>CREATING MEDIA Video editing Online safety</p>	<p>PROGRAMMING A Selection in physical computing</p>	<p>DATA AND INFORMATION Flat-file databases</p>	<p>CREATING MEDIA Vector drawing Online safety</p>	<p>PROGRAMMING B Selection in quizzes</p>
<p>Year 6 Alan Turing –Autumn Grace Hopper - Spring</p>	<p>COMPUTING SYSTEMS AND NETWORKS Communication Online safety</p>	<p>CREATING MEDIA Web page creation Online safety</p>	<p>PROGRAMMING A Variables in games</p>	<p>DATA AND INFORMATION Spreadsheets</p>	<p>CREATING MEDIA 3D modelling Online safety</p>	<p>PROGRAMMING B Sensing</p>

Teach Computing Strands

Teach Computing Taxonomy		
Abbreviation	Strand	Description

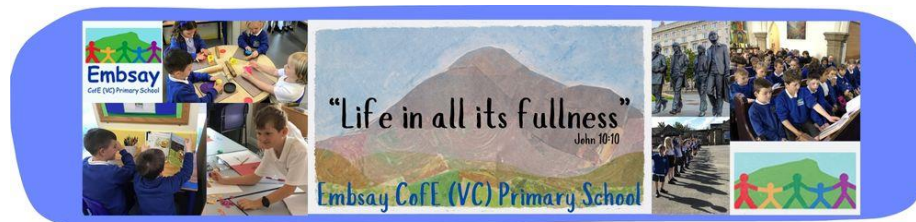


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NW	Networks	Understand how networks can be used to retrieve and share information and come with associated risks
CM	Creating Media	Select and create a range of media including text, images, sounds and video.
DI	Data & Information	How is data stored, organised and used to represent real world artefacts and scenarios
DD	Design & Development	The activities involved in planning, creating and evaluating computing artefacts
CS	Computing Systems	What is a computer, how do it's constituent parts function together as a whole
IT	Impact of Technology	How individuals, systems and society as a whole interact with computer systems
AL	Algorithms	Being able to comprehend, design, create and evaluate algorithms
PG	Programming	Creating software to allow computers to solve problems
ET	Effective Use of tools	Use software tools to support computing work
SS	Safety & Security	Understanding risks when using technology and how to protect individuals and systems

KS1 National Curriculum Statements

National Curriculum Statement



Computing Whole School LTP 2024-2025 <https://teachcomputing.org/curriculum/>

Statement Number	
1.1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
1.2	create and debug simple programs
1.3	use logical reasoning to predict the behaviour of simple programs
1.4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
1.5	recognise common uses of information technology beyond school
1.6	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.

KS2 National Curriculum Statements

Statement Number	National Curriculum Statement
2.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
2.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
2.4	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
2.5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
2.6	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
2.7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.