

## Computing Curriculum Overview 2025-2026

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Information Technology	Information Technology
<b>Computing Knowledge and skills</b>	Recognise technology that is used at home and in school.	Understand what a computer is and the different uses of computers i.e., learning, communicating, finding information, playing games etc.	Anticipates repeated sounds, sights and actions – eg. When an adult demonstrates an action toy several times.	Operates mechanical toys eg. – turns the knob on a windup toy and pulls back on a friction car.	Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.	Seeks to acquire basic skills in turning on and operating some digital equipment.
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	Digital Literacy	Digital Literacy	Computer Science	Computer Science	Information Technology	Information Technology
<b>Computing Knowledge and skills</b>	Develops digital literacy skills by being able to access, understand and interact with a range of technologies.	I can recognise some ways in which technology might be used to communicate with people I know.	Completes a simple program on electronic devices such as a bee bot or a coding app.	Shows an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.	Can use the internet with adult supervision to find and retrieve information of interest to them.	Can create content such as video recording, stories and drawing pictures on a screen.
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations
<b>Computing Knowledge and skills</b>	Recognise common uses of information technology beyond school Recognising technology in school and using it responsibly.	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Writing short algorithms and programs for floor robots, and predicting program outcomes.	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. Exploring object labels, then using them to sort and group objects by properties.	Use logical reasoning to predict the behaviour of simple programs Using a computer to create and format text, before comparing to writing non-digitally.	Create and debug simple programs Designing and programming the movement of a character on screen to tell stories.
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media - Digital music	Programming B - Programming quizzes
<b>Computing Knowledge and skills</b>	Recognise common uses of information technology beyond school Identifying IT and how its responsible use improves our world in school and beyond.	Use logical reasoning to predict the behaviour of simple programs Capturing and changing digital photographs for different purposes.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Creating and debugging programs, and using logical reasoning to make predictions.	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. Collecting data in tally charts and using attributes to organise and present data on a computer.	Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Create and debug simple programs Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	<b>Computing systems and networks – Connecting computers</b>	<b>Creating media - Stop-frame animation</b>	<b>Programming A - Sequencing sounds</b>	<b>Data and information – Branching databases</b>	<b>Creating media – Desktop publishing</b>	<b>Programming B - Events and actions in programs</b>
<b>Computing Knowledge and skills</b>	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 Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	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 Capturing and editing digital still images to produce a stop frame animation that tells a story	use sequence, selection, and repetition in programs; work with variables and various forms of input and output Creating sequences in a block-based programming language to make music.	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Building and using branching databases to group objects using yes/no questions.	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Creating documents and modifying text, images and page layouts for a specific purpose.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	<b>Computing systems and networks – The Internet</b>	<b>Creating media - Audio production</b>	<b>Programming A – Repetition in shapes</b>	<b>Data and information – Data logging</b>	<b>Creating media – Photo editing</b>	<b>Programming B – Repetition in games</b>
<b>Computing Knowledge and skills</b>	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 Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	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 Using a text-based programming language to explore count-controlled loops when drawing shapes.	use sequence, selection, and repetition in programs; work with variables and various forms of input and output Recognising how and why data is collected over time, before using data loggers to carry out an investigation,	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled,	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing Focus</b>	<b>Computing systems and networks - Systems and searching</b>	<b>Creating media - Video production</b>	<b>Programming A – Selection in physical computing</b>	<b>Data and information – Flat-file databases</b>	<b>Creating media – Introduction to vector graphics</b>	<b>Programming B – Selection in quizzes</b>
<b>Computing Knowledge and skills</b>	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Recognising IT systems in the world and how some can enable searching on the internet.	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Planning, capturing, and editing video to produce a short film.	use sequence, selection, and repetition in programs; work with variables and various forms of input and output Exploring conditions and selection using a programmable microcontroller.	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Using a database to order data and create charts to answer questions.	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 Creating images in a drawing program by using layers and groups of objects.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

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						Exploring selection in programming to design and code an interactive quiz.
<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Computing Focus</b>	<b>Computing systems and networks - Communication and collaboration</b>	<b>Creating media – Web page creation</b>	<b>Programming A – Variables in games</b>	<b>- Data and information – Spreadsheets</b>	<b>Creating media – 3D Modelling</b>	<b>Programming B - Sensing movement</b>
<b>Computing Knowledge and skills</b>	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 Exploring how data is transferred by working collaboratively online.	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.	use sequence, selection, and repetition in programs; work with variables and various forms of input and output Exploring variables when designing and coding a game.	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 Answering questions by using spreadsheets to organise and calculate data.	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Designing and coding a project that captures inputs from physical devices.