CURRICULUM OVERVIEW- COMPUTING – 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS F1	<u>EARLY LEARNING GOALS – Taken from EYFS Curriculum 2012</u> Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <u>Understanding the World – Technology (2012 Curriculum)</u> In the new Early Years curriculum (2021), Technology has been removed, however, at Hempshill Hall Primary School we feel that as technology is ever evolving and is a large part of everyday life; the children will still benefit from accessing technology through our teaching and continuous provision.					
F2	<u>Continuous Provision</u> In continuous provision, children will: have access to a range of technology including cameras, iPads and BeeBots to explore how things work. They will encounter resources within their role play to represent technological items that are used within the home; i.e. microwave, TV, phones, ovens, remote controls. They will also have access to interactive whiteboards to support their learning.					
Y1/2 Cycle A	<u>Computing systems and networks – Information Technology around us</u> I can recognise the uses and features of information technology I can develop key skills using a mouse and keyboard I can identify the key components, uses and features of information technology in school I can identify information technology beyond school and can explain how information technology helps us I can explain how to use information technology safely I can recognise that choices are made when using information technology and use it sufficiently Laptops required- lesson 1			<u>Y2: Creating media - Digital music</u> I can say how music can make us feel I can identify that there are patterns in music I can experiment with sound using a computer I can use a computer to create a musical pattern I can create music for a purpose I can review and refine my computer work iPads required Chrome music lab		<u>Y2 unit: Data and information – Pictograms</u> I can recognise that we can count and compare objects using tally charts I can recognise that objects can be represented as pictures I can create a pictogram I can select objects by attribute and make comparisons I can recognise that people can be described by attributes I can explain that we can present information using a computer Laptops required

CURRICULUM OVERVIEW- COMPUTING – 2026/27

Y1/2 Cycle B		Y1 unit: Creating media- digital painting I can describe what different freehand tools do I can make careful choices when painting a digital picture I can explain why I chose the tools I used I can use a computer on my own to paint a picture I can compare painting a picture on a computer and on paper Laptops required	Y1 unit: Programming A I can explain what a given command will do I can act out a given word I can combine 'forwards' and 'backwards' commands to make a sequence I can combine four direction commands to make sequences I can plan a simple program I can find more than one solution to a problem		Y1 unit: Data and information- Grouping data I can label objects I can compare typing on a computer to writing on paper I can describe objects in different ways I can count objects with the same properties I can compare groups of objects I can answer questions about groups of objects Laptops required	Y2 unit: Programming A- Robot algorithms I can describe a series of instructions as a sequence I can explain what happens when we change the order of instructions I can use logical reasoning to predict the outcome of a program I can explain that programming projects can have code and artwork I can design an algorithm I can create and debug a program that I have written Bee bots
Y3	Computing systems- all about technology I can understand the difference between software and hardware I can understand what different software does I can use MS word to input and alter data I can use MS PowerPoint to input and alter data I can use MS excel to capture data I can identify if I am spending too much time on technology laptops required		Creating media - Stop-frame animation I can explain that animation is a sequence of drawings or photographs I can relate animated movement with a sequence of images I can plan an animation I can identify the need to work consistently and carefully I can review and improve an animation I can evaluate the impact of adding other media to an animation iPads required iMotion	Data and information – Branching databases I can create questions with yes/no answers I can identify the attributes needed to collect data about an object I can create a branching database and explain why it is helpful for a database to be well structured (include some of the skills from Lesson 4 of Teach Computing) I can plan the structure of a branching database I can independently create an identification tool (Lesson 4 of Teach Computing removed and skills included in Lesson 3)		Programming B - Events and actions in programs I can explain how a sprite moves in an existing project I can create a program to move a sprite in four directions I can adapt a program to a new context I can develop my program by adding features I can identify and fix bugs in a program I can design and create a maze-based challenge laptops required Scratch

CURRICULUM OVERVIEW- COMPUTING – 2026/27

				iPads required		
Y4	<u>Computing systems and networks – The Internet</u> I can describe how networks physically connect to other networks I can recognise how networked devices make up the internet I can outline how websites can be shared via the World Wide Web (WWW) I can describe how content can be added and accessed on the World Wide Web (WWW) I can recognise how the content of the WWW is created by people I can evaluate the consequences of unreliable content (laptops required) Chrome music lab software used	<u>Programming A – Repetition in shapes</u> I can identify that accuracy in programming is important I can create a program in a text-based language I can explain what 'repeat' means I can modify a count-controlled loop to produce a given outcome I can decompose a task into small steps I can create a program that uses count-controlled loops to produce a given outcome laptops required Turtle Academy		<u>Data- Data and information</u> I can choose a data set to answer a given question I can navigate a flat file data base to compare different views of information I can group information using a database I can choose which field and value are required to answer a given question I can refine a chart by using a particular filter I can ask questions that will require more than one field to answer laptops required		<u>Creating media – Photo editing</u> I can explain that the composition of digital images can be changed I can explain that colours can be changed in digital images I can explain how cloning can be used in photo editing I can explain that images can be combined I can combine images for a purpose I can evaluate how changes can improve an image laptops required Paintz

CURRICULUM OVERVIEW- COMPUTING – 2026/27

				Laptops required		
Y5	<u>Computing systems and networks - Systems and searching</u> I can explain that computers can be connected together to form systems I can recognise the role of computer systems in our lives I can identify how to use a search engine I can describe how search engines select results I can explain how search results are ranked I can recognise why the order of results is important, and to whom laptops required Scratch		<u>Programming A – Selection in physical computing</u> <u>Joint Computing and DT project</u> I can investigate and evaluate a range of electrical products that use a computer control product. I can write code to programme my crumble and create an output from a sparkle LED (including an infinite loop). I can write code to programme my crumble and create an output from a sparkle and a motor (including a count controlled loop). I can explain that a condition being met can start or stop an action/I can use selection (an 'if…then…' statement) to direct the flow of a programme. I can communicate my ideas by drawing and labelling the electrical circuit of my product/I can indicate the design features of my product and how	<u>Creating media – Introduction to vector graphics</u> I can identify that drawing tools can be used to produce different outcomes. I can create a vector drawing by combining and grouping shapes (include skills from Lesson 5 of Teach Computing) I can use tools to achieve a desired effect. I can recognise that vector drawings consist of layers. I can apply what I have learnt about vector drawings. (Lesson 5 of Teach Computing removed and skills included in Lesson 2) laptops required Word		<u>Programming B – Selection in quizzes</u> I can explain how selection is used in computer programs I can relate that a conditional statement connects a condition to an outcome I can explain how selection directs the flow of a program I can design a program that uses selection I can create a program that uses selection I can evaluate my program laptops required Scratch

			they will appeal to the intended user. I can accurately mark out and measure and cut materials needed for my prototype/I can accurately assemble, join and combine materials and components. I can program my crumble to reflect the decisions I made for my product/I can assemble an electrical circuit that reflects the plan of my product. I can evaluate my product detailing any adaptions made during the making process. Laptops and Microbits required			
Y6	<u>Computing systems and networks - Communication and collaboration</u> I can explain the importance of internet addresses I can recognise how data is transferred across the internet I can explain how sharing information online can help people to work together I can evaluate different ways of working together online	<u>Creating media – 3D Modelling</u> I can recognise that you can work in three dimensions on a computer I can identify that digital 3D objects can be modified I can recognise that objects can be combined in a 3D model * Learning progression continues in DT Overview lessons 4&5 Laptops required Tinkercad		<u>Data and information - Introduction to Spreadsheets</u> I can create a data set in a spreadsheet I can build a data set in a spreadsheet I can explain that formulae can be used to produce calculated data and apply these (include skills from lesson 4 of Teach Computing) I can create a spreadsheet to plan an event I can choose suitable ways to present data	<u>Programming A – Variables in games</u> I can define a 'variable' as something that is changeable I can explain why a variable is used in a program I can choose how to improve a game by using variables I can design a project that builds on a given example I can use my design to create a project I can evaluate my project Laptops required	

	I can recognise how we communicate using technology I can evaluate different methods of online communication Laptops required			(Lesson 4 of Teach Computing removed and skills included in Lesson 3) Laptops required		