



# St Peter's Eaton Square C of E Primary School

## Computing Curriculum Overview

### **IMPLEMENTATION – How We Will Deliver Our Curriculum**

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

### **IMPACT – How We Will Evaluate Our Curriculum**

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

### **INTENT - Our Curriculum Intent**

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavor to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Within EYFS class discussions, the children will carefully consider how to use the technological equipment safely following our school rules and what they should do if they come across something they don't like.</p> <p>Children will also engage in conversations about technology in our world, where they can find it and how they can use it to help them learn and understand about the world.</p> <p>Through play and guided activities, children will learn how to use digital devices to complete learning activities.</p>					
Year 1 Units	How can I be safe with technology around me?	How can I use devices to create digital media?	How can I use my skills to create a project?	What is code?	How can I store information?	What is an algorithm?
National Curriculum Reference	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help about concerns, contact or content online</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology to create, retrieve and manipulate digital content</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology to manipulate digital content.</li> <li>use technology safely and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Understand the activities involved in planning, creating, and evaluating computing artefacts</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices;</li> </ul>
Year 1 SKILLS/ progression	<b>Online Safety</b> SMART <b>Digital Citizenship</b> How can we balance technology in our lives? <b>Foundational Skills</b> How can technology help us? What are the components of a computer? Keyboard skills: where to find the keys on the keyboard (numbers and letters)	<b>Using Google for Education</b> Joining a classroom Working on teacher made documents Turning in an assignment	<b>Cross-Curricular Projects</b> How can I present English Writing Project on a Word Doc?	<b>Introduction to Code</b> What is code? <b>Creating a sequence</b> How do we use code?	<b>Grouping, creating and storing data</b> How can I describe and compare data?	<b>Programming with Code</b> What is an algorithm?
	<a href="#">Common Sense Education</a> - Digital Citizenship Lessons <a href="#">SMART</a> rules <a href="#">BBC Computing</a> - Safer internet day	<a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>	<a href="#">Code.org Course A</a> <a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>

	<a href="#">NCCE KS1</a>					
Year 2 Units	How can I be safe with technology around me?	How can I use devices to create digital media?	How can I use my skills to create a project?	What is code?	How can I store information?	What is an algorithm?
National Curriculum Reference	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help about concerns, contact or content online</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology to create, retrieve and manipulate digital content</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology to manipulate digital content.</li> <li>use technology safely and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Understand the activities involved in planning, creating, and evaluating computing artefacts</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions.</li> <li>Recognise common uses of information and technology beyond school</li> <li>Use logical reason to predict the behaviour of simple programs</li> </ul>
Year 2 SKILLS/ progression	<b>Online Safety</b> How do we stay safe when using apps or websites? <b>Digital Citizenship</b> How are we safe, respectful and responsible online? <b>Foundational Skills</b> How do we use technology in school? In our world? Keyboard skills: where to find the keys on the keyboard (numbers and letters)	<b>Using Google for Education</b> Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing	<b>Cross-Curricular Projects</b> How can I create an E-book using slides?	<b>Working with code</b> <b>Debugging code</b> How can we fix code?	<b>Creating and Comparing Data</b> What is data? How do we use and sort data?	<b>Programming with Code</b> What is an algorithm? How can we use it? How can we change it?

Resources	<a href="#">Dance Mat typing BBC</a> <a href="#">Common Sense Education - Digital Citizenship Lessons SMART rules</a> <a href="#">BBC Computing - Safer internet day</a> <a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>	<a href="#">Code.org Course A</a> <a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>	<a href="#">NCCE KS1</a>
Year 3 Units	How can I be safe with technology and be a good digital citizen?	How can I use devices to create digital media?	How can I use my skills to create a project?	What can I build with code?	How can I create, store and use information?	How do I use an algorithm?
National Curriculum Reference	<ul style="list-style-type: none"> <li>recognise acceptable/unacceptable behaviour online</li> <li>identify a range of ways to report concerns about content and contact</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology to create, retrieve, store and manipulate digital content.</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) to accomplish given goals</li> </ul>	<ul style="list-style-type: none"> <li>write and debug programs that accomplish specific goals</li> <li>solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
Year 3 SKILLS/ progression	<b>Online Safety</b> SMART rules What should we keep private online? <b>Digital Citizenship</b> What does it mean to be a good digital citizen? How can we find balance with technology in our lives?	<b>Using Google for Education</b> Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing,	<b>Cross-Curricular Projects</b> Introduce Research Engines How can I use Slides for a presentation on a topic?	<b>Writing Code:</b> How can I use sequencing, debugging, looping?	<b>Looking at Databases</b> How do we create a database? How do we use a database?	<b>Programming</b> How do I use scratch? What is a sprite?

	What should we do if someone is being unkind online? <b>Foundational Skills</b> Keyboard skills: Typing skills using Home Row					
Resources	<a href="#">Dance Mat typing BBC Common Sense Education - Digital Citizenship Lessons SMART rules</a> <a href="#">BBC Computing - Safer internet day NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">BBC - How Search Works NCCE KS2</a>	<a href="#">Code.org - Course C NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>
Year 4 Units	How can I be safe with technology and be a good digital citizen?	How can I use devices to create digital media?	How can I use my skills to create a project?	What can I build with code?	How can I create, store and use information?	How do I use an algorithm?
National Curriculum Reference	<ul style="list-style-type: none"> <li>recognise acceptable/unacceptable behaviour online</li> <li>identify a range of ways to report concerns about content and contact</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology to create, retrieve, store and manipulate digital content.</li> <li>Use technology safely, respectfully and responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals</li> <li>solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs</li> </ul>	<ul style="list-style-type: none"> <li>Select and use a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>

Year 4 SKILLS/ progression	<b>Online Safety</b> How can a strong password protect our privacy? What should we do when someone uses mean and harmful language on the internet? <b>Digital Citizenship</b> How can we good digital citizens in our community and world? What is my online identity? <b>Foundational Skills</b> Keyboard skills: where to find the keys on the keyboard (finding Home Row)	<b>Using Google for Education</b> Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing, Creating Folders	<b>Cross-Curricular Projects</b> How can I use refining tools with search engines? How can I use drawings to create posters or infographics?	<b>Working with Code</b> How do we create sequences, using events, looping, debugging and introducing conditionals (if..then..)?	<b>Working with Databases</b> How can we collect and log information?	<b>Programming</b> What do we do to create repetition in games?
	Resources <a href="#">Typing Club</a> <a href="#">Common Sense Education - Digital Citizenship Lessons</a> <a href="#">SMART</a> rules <a href="#">BBC Computing - Safer internet day</a> <a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">Barefoot Computing NCCE KS2</a>	<a href="#">Code.org - Course D NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>
Year 5 Units	<b>How can I be safe with technology and be a good digital citizen?</b>	<b>How can I use devices to create digital media?</b>	<b>How can I use my skills to create a project?</b>	<b>What can I build with code?</b>	<b>How can I create, store and use information?</b>	<b>How do I use an algorithm?</b>
National Curriculum Reference	recognise acceptable/unacceptable behaviour online identify a range of ways to report concerns about content and contact Understand the expectations of behaviour online and sharing media and information Cyberbullying - intent and consequences Creating and protecting	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 select, use and combine a variety of software (including internet services) on a range of digital devices to design	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 and ranked, and be discerning in evaluating digital	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	Select , use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Computing Science Programming 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

	passwords	and create.	content select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting data and information			use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Year 5 SKILLS/Progression	<b>Online Safety</b> What information is OK to share online? How can I find balance and be healthy with media? <b>Digital Citizenship</b> What is my digital footprint? How can I promote positivity while playing online games? What can I do when I witness cyberbullying? <b>Foundational Skills</b> Keyboard skills: Typing skills - using home row	<b>Using Google for Education</b> Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing, Sheets, Creating Folders Choosing templates for a given project	<b>Cross-Curricular Projects</b> How can I select the right search engine for a purpose? Refining Search Tools What other Online Resources can I use for research?	<b>Working with Code</b> How can I use my coding skills? Looping with Code Project Creation Project Design Shapes, Music and Art with Code	<b>Selecting, Comparing and Using Databases</b> How do I select the appropriate chart? How can I use a computer to create graphs?	<b>Programming</b> What is physical computing? How do I create a quiz?
Resources	<a href="#">Typing Club</a> <a href="#">Common Sense Education</a> - Digital Citizenship Lessons <a href="#">SMART</a> rules <a href="#">BBC Computing</a> - <a href="#">Safer</a> internet day <a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">Barefoot Computing</a> <a href="#">NCCE KS2</a>	<a href="#">Code.org - Course E</a> <a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>
Year 6 Units	How can I be safe with technology and be a good digital citizen?	How can I use devices to create digital media?	How can I use my skills to create a project?	What can I build with code?	How can I create, store and use information?	How do I use an algorithm?
Curriculum Reference	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help about</li> </ul>	<ul style="list-style-type: none"> <li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they</li> </ul>	<ul style="list-style-type: none"> <li>understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they</li> </ul>	<ul style="list-style-type: none"> <li>write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</li> </ul>	<ul style="list-style-type: none"> <li>Select , use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve</li> </ul>

	<p>concerns, contact or content online</p> <ul style="list-style-type: none"> <li>Understand the expectations of behaviour online and sharing media and information</li> <li>Creating and protecting passwords</li> <li>Cyberbullying - intent and consequences</li> </ul>	<p>offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create.</li> </ul>	<p>offer for communication and collaboration</p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting data and information</li> </ul>	<p>problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	information	<p>problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>
Year 6 SKILLS/Progression	<b>Online Safety</b> SMART Rules What does media balance look like for me? What is clickbait and how do we avoid it? <b>Digital Citizenship</b> How do we keep online friendships safe? What is cyberbullying and what should I do? <b>Foundational Skills</b> Keyboard skills: Typing skills - touch typing speed	<b>Using Google for Education</b> Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing, Sheets, Creating Folders Choosing templates for a given project Research and online resources	<b>Cross-Curricular Projects</b> How can I use my research skills? Which template, layout or app would be best for a presentation?	<b>Coding</b> What can I do with a sprite? How do I use variables? What is data simulation?	<b>Databases and Organisation</b> How do I create a spreadsheet? What formulas can I use?	<b>Programming</b> How can I use variables?
Resources	<a href="#">Typing Club</a> <a href="#">Common Sense Education - Digital Citizenship Lessons</a> <a href="#">SMART</a> rules <a href="#">BBC Computing - Safer internet day</a> <a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">Code.org - Course F</a> <a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>	<a href="#">NCCE KS2</a>