Stepping forward together

Curriculum Overview: Computing 2025/26

Intent -
In an environment which is increasingly shaped by technology, at Park Hall Infant and Junior Schools we intend to develop safe, responsible, independent, creative and confident users of ICT. We will provide all pupils with opportunities to develop their computing skills, which will enable them to flourish, initially, in the next phase of their learning but also to be able to participate effectively and safely in this digital world.

The teaching of Computing includes:

- Computer science – children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.
- Information technology – children use information technology to create programs, systems and a range of content.
- Digital literacy – children use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. *(National Curriculum)*

We also intend to use ICT as a tool for enriching learning opportunities across the curriculum; engaging children through the use of a variety of devices, including Chromebooks, iPads and interactive whiteboards.

CS – Computer Science IT – Information Technology DL – Digital Literacy

Implementation:	Block 1 (6wks)	Block 2 (6wks)	Block 3 (6wks)	Block 4 (6wks)	Block 5 (6wks)	Block 6 (6wks)
EYFS Ongoing online safety	Mini Mash workshop (Rec) iPad games linked to Number, phonics Online Safety Lessons **Nursery** – Book: Penguin Pig **Rec** – Online Book: Digi Duck's Big Decision	iPad games linked to Number, phonics Mini Mash to support UW, EAD (Art Focus Week, Christmas) Online Safety Lessons **Nursery** – Book: Chicken Clicking **Rec** – Online Book: Smartie the Penguin	iPad games linked to Number, phonics Mini Mash to support UW, EAD (Chinese New Year) Online Safety Lessons **Nursery** – Look at a range of devices, tablets, computers, laptops, phones, home audio devices e.g echo/home **Rec** – Logging on using WONDE Magic Badge/Emoji Password – Discussion about passwords	iPad games linked to Number, phonics Mini Mash to support UW, EAD (Easter) Online Safety Lessons **Nursery** – Demonstrate searching, get children to search for terms given, model using Swiggle search engine **Rec** - Logging on using WONDE Magic Badge/Emoji Password – Discussion about passwords	Beebots – simple programming iPad games linked to Number, phonics Mini Mash to support UW, EAD (Vaisakhi, Eid-Ul-Fitr) Online Safety Lessons **Nursery** – Book: Webster's Bedtime **Rec** – 'Privacy and security' lesson using Project Evolve	iPad games linked to Number, phonics Mini Mash to support UW,EAD Online Safety Lessons **Nursery** – Book: Webster's Manners **Rec** – 'Recognising devices that use the internet' lesson using Project Evolve

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<tr>
<td>Year 1
CS
IT
DL (inc. Online Safety)</td>
<td>Basic skills
(including logging in using WONDE, use of Chromebooks, familiarisation of Online Platforms – Spelling Shed, Purple Mash, Numbots, Google Classroom) and typing/mouse/trackpad skills

Includes 1 week to teach Online Safety strands – Privacy and Security, Online bullying</td>
<td>Lego Builders 1.4 - 3 wks</td>
<td>Technology Outside School 1.9 – 2 wks</td>
<td>Grouping and Sorting 1.2 - 2 wks</td>
<td>Pictograms 1.3 - 3 wks</td>
<td>Maze Explorers 1.5 - 3 wks

Additionally, 1 week to teach Online Safety strands – Self Image and Identity</td>
<td>Start in Block 4 Wk 5

Animated Story Books 1.6 - 5 wks

Additionally, 1 week to teach Online Safety strands – Managing Online Information</td>
<td>Start in Block 5 Wk 5

Coding 1.7 - 6 wks

Additionally, 1 week to teach Online Safety strands – Privacy and Security, Online bullying</td>
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<td colspan="2">Additionally, 1 week to teach Online Safety strands – Health, Wellbeing and Lifestyle</td>
<td colspan="2">Additionally, 1 week to teach Online Safety strands – Online Reputation</td>
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<td>Year 2
CS
IT
DL (inc. Online Safety)</td>
<td>Basic skills Refresher
(including logging in using WONDE, use of Chromebooks, familiarisation of Online Platforms – Spelling Shed, Purple Mash, Numbots, Google Classroom) and typing/mouse/trackpad skills

(Block 2 to be taught here as Yr 2 chn are already familiar with basic skills and require a quick recap of 1 or 2 wks. Also, the coding sessions are cut short in Yr 2 due to SATS etc. therefore allowing chn more time to access the entire curriculum)

Includes 1 week to teach Online Safety strands – Privacy and Security, Online bullying</td>
<td>Effective searching 2.5 - 3 wks</td>
<td>Making Music 2.7 – 3 wks</td>
<td>Questioning 2.4 - 5 wks

Additionally, 1 week to teach Online Safety strands – Self Image and Identity</td>
<td>Spreadsheets 2.3 – 6 wks

Includes 1 week to teach Online Safety strands – Online Reputation</td>
<td>Creating Pictures 2.6 – 5 wks

Additionally, 1 week to teach Online Safety strands – Managing Online Information</td>
<td>Coding 2.1 - 6 wks

Includes 1 week to teach Online Safety strands – Copyright and Ownership, Online Relationships</td>
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<td colspan="2">Includes 1 week to teach Online Safety strands – Health, Wellbeing and Lifestyle</td>
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Implementation:	Autumn 1 (6wks)	Autumn 2 (6wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (6wks)	Summer 2 (6wks)	Extension
Year 3 CS IT DL (inc. Online Safety)	Basic Skills (including Purple Mash Familiarisation lesson, Touch Typing 3.4 and Presenting with Google Slides lesson 1-3) – 8 wks	Spreadsheets 3.3 – 6 wks	Online Safety 3.2 – 4 wks	Coding 3.1 – 6 wks	Email (inc. email safety) 3.5 – 6 wks	Simulation 3.7 – 3 wks Graphing 3.8 – 3 wks	Branching Databases 3.6 – 4 wks
Year 4 CS IT DL (inc. Online Safety)	Basic Skills (including Touch Typing 3.4 and Presenting with Google Slides lesson 1-6) – 8 wks	Effective Search 4.7 – 3 wks Animation 4.6 – 3 wks	Online Safety 4.2 – 4 wks	Coding 4.1 – 6 wks	Logo 4.5 – 4 wks Hardware Investigators 4.8 – 2 wks	Writing for Different Audiences 4.4 – 5 wks	Artificial Intelligence 4.10 – 4 wks
Year 5 CS IT DL (inc Online Safety)	Developing Skills (Word Processing and Spreadsheets with Google Docs and Sheets) – 8 wks	Spreadsheets 5.3 – 6 wks	Online Safety 5.2 – 3 wks	Coding 5.1 – 6 wks	Game Creator 5.5 – 5wks Databases 5.4 – 4 wks	3D Modelling 5.6 – 4 wks	Concept Maps 5.7 – 4 wks
Year 6 CS IT DL (inc Online Safety)	Developing Skills (including Word Processing and Spreadsheets with Google Docs and Sheets) – 6 wks	Spreadsheets 6.9 – 8 wks	Online Safety 6.2 – 2 wks	Coding 6.1 – 6/8 wks	Text Adventure 6.5 – 5 wks	Blogging 6.4 – 4 wks Quizzing 6.7 – 6 wks	Networks 6.6 – 3 wks

*** Y6 also have a Digital Detox for 2hrs (online safety) and Y5 and Y6 have Streetwise sessions***

Intended Impact –

Our computing curriculum is high quality, well thought out and planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

By the end of KS1, children will –

have become familiar with Google Chromebooks and a variety on Online platforms to help them with their learning in school and at home, such as Purple Mash, Spelling Shed, TTRS and Numbots. They will use technology safely and respectfully, learning about 'Online Safety', specifically keeping personal information private and identifying where to go for help and support when they have concerns about content. They will use technology purposefully to create, organise, store, manipulate and retrieve and begin to use programming software, gaining an understanding of algorithms and their purpose.

By the end of KS2, children will -

demonstrate excellent understanding of how to use programs on the computers such as Microsoft Word, Excel, PowerPoint etc (or Google versions of them). They will learn about and understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They will learn about 'Online safety' by covering the 8 strands of Internet Safety. They will learn how to use technology safely, respectfully and responsibly and identify a range of ways to report concern

about content and contact. They will also learn how to use programming software to design, write and debug programs and, in doing so, learn how to use sequence, selection, and repetition in programs; work with variables and various forms of input and output; and use logical reasoning to explain how some simple algorithms work. Children will recognise the context of prior leaning and will clearly understand why and how what they are learning will help them in the next stage of their learning.