| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **EYFS** | | | | | | |
| | For best practice in the Early Years, the opportunities for computing should be rooted in child interest and therefore will access computing strands with fluidity which encompasses the EFYS framework. | | | | | |
| **Year 1** | **Word Processing** | **Computer Skills** | **Programming** | **Programming** | **Painting** | **Online Safety** |
| | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. | | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | 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. |
| **Year 2** | **Presentation Skills** | **Stop Motion** | **Programming** | **Programming** | **Computer Art** | **Online Safety** |
| | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Recognise common uses of information technology beyond school. | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. | | Recognise common uses of information technology beyond school | 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 techs. |
| **Year 3** | **Communication** | **Word Processing** | **Online Safety** | **Presentation Skills** | **Programming** | **Publishing** |
| | 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 content. | | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |

| Year 4 | Digital Art | We are Musicians | Programming | Photo Stories | | Online Safety | | Presenting |
|---|---|---|---|---|---|---|---|---|
| | Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. | | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | | | | |
| Year 5 | Digital Art | Photography | Web Design | 3D Modelling | | Radio Station | | Programming |
| | 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. | | 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 and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | | | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |
| Year 6 | Programming | Programming | Spread Sheets | Film Making | | Online Safety | | Using and Applying |
| | 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. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | | 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. | | | 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 | | |