



Computing 2026 – 2027

School Drivers	
21st Century Citizen Understanding of the wider world Sense of community rights and responsibilities	Independent Learners Independent Resilient Able to solve problems Creative and curious Able to think critically

NC Links – KS1

1. 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.
2. Recognise common uses of information technology beyond school
3. Use technology purposefully to create, organise, store, manipulate and retrieve digital content
4. Use logical reasoning to predict the behaviour of simple programs
5. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
6. Create and debug simple programs

NC Links – KS2

1. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
2. 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
3. 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
4. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
5. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
6. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
7. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Online Safety To know where to go for help and support with online issues. Smartie the Penguin Childnet Vocab: online, help, support		Online Safety To identify devices that can be used to access the internet. Search and Access Resources > Strand > Managing Online Information > Early Years - 7 (projectevolve.co.uk) Vocab: devices, internet		Online Safety To know what videos are appropriate and inappropriate to watch. Jesse & Friends Episode 1 Jessie Friends videos (thinkuknow.co.uk) Vocab: appropriate, inappropriate	
	Information Technology Core Learning: Use the central button and touch screen on an iPad Open an App. on an iPad Take a photo on an iPad To navigate back to the home screen independently Vocabulary: iPad, central button, home screen, App		Computer Science Core Learning: To know the 4 basic commands to program a robot device To use the four basic commands to reach an end goal/outcome Vocabulary: Commands, instructions, forwards, backwards, left, right, turn, program, robot, device		Information Technology Core Learning: To begin to type the letters of the alphabet To begin to type numbers To begin to log on Vocabulary: keyboard, type, enter, delete, space bar	
Year 1	NC Links: 1 - Online Safety To know that images can be shared more widely than you first expect. Jesse & Friends Episode 2 Jessie Friends videos (thinkuknow.co.uk) Vocab: images		NC Links: 1 - Online Safety To identify some examples of personal information Search and Access Resources > Theme > Privacy and Security (projectevolve.co.uk) To know when playing online games, they should keep their personal information private. Jesse & Friends Episode 3 Jessie Friends videos (thinkuknow.co.uk) Vocab: personal information		NC Links: 1 - Online Safety To know about the dangers of in-app purchasing and pop ups. Child Net -Year 1 - Story A Smartie the Penguin Childnet Vocab: in app purchasing, pop-ups	
	NC Links: 2 & 3 Computing Systems and Networks - Technology around us (Paintz.app) Core learning: To identify different technology around us To switch on and log on to a computer To use a mouse to click and drag To use a mouse to open a program To use a mouse to create a picture Vocabulary:	NC Links: 3 Creating Media - Digital Painting (Paintz.app) Core learning: To make marks on a screen and explain which tools have been used To use shape and line tools effectively To choose appropriate shapes and colours To explain that different paint tools do different jobs To use a computer on my own to paint a picture	NC Links: 3 Creating Media - Digital Writing (Word) - NOT Teach Computing Core learning: To select all of text by clicking and dragging To use 'undo' to remove changes To position the cursor into text to add or remove typing To change the font, font size and font colour Vocabulary: Select, clicking and dragging, undo, cursor, font	NC Links: 3 Data and Information - Grouping Data (During this unit, children will be saving their documents - additional support and time may be required to facilitate this) Core learning: To describe objects using labels To group objects To find objects with similar properties To count how many objects share a property	NC Links: 4,5 & 6 Programming - Moving a robot (Beebots) Core learning: To explain what a given command will do To follow instructions and give directions To compare forwards and backwards movements and predict the outcomes of a sequence To experiment with and compare left and right turns To plan a simple program	NC Links: 4,5 & 6 Programming - Programming animations (Scratch Junior) Core learning: To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project

	Technology, log on, mouse, click and drag, keyboard, Information Technology (Not Teach Computing planning) To type in capital letters using the 'caps lock' key	To compare a digital painting with a paper painting Information Technology (Not Teach Computing planning) Core Learning: To use the space bar, enter Vocabulary: caps lock Screen, tools, digital	Information Technology (Not Teach Computing planning) delete and arrow keys on a keyboard	To decide how to group objects to answer questions To record and share findings Vocabulary: Labels, properties, record	To find more than one solution to a problem Vocabulary: Command, instructions, outcomes, sequence, program, solution	To use my algorithm to create a program Vocabulary: Command, value, sprite, algorithm
Year 2	NC Links: 1 - Online Safety To know who to ask for help with upsetting images. Child Net -Year 2 - Story B Smartie the Penguin Childnet Vocab: images		NC Links: 1 - Online Safety To know the importance of treating each other well and being a responsible online citizen. Lee and Kim's adventure Lee and Kim's Adventure - Safer Internet Day Animation LEAP Vocab: online citizen		NC Links: 1 - Online Safety To know how to create a strong password. Twinkl - Perfect Passwords To know that a password should be changed occasionally. Watch videos on how to change passwords on popular games and social media sites that the children have heard of. Search and Access Resources ▸ Theme ▸ Privacy and Security (projectevolve.co.uk) Vocab: password	
	NC Links: 1 & 2 Computing Systems and Networks - IT around us Core learning: To describe some uses of computers/technology To sort school IT by what it is used for To identify uses of IT beyond school Information Technology (Not Teach Computing Planning) To identify the toolbar and use bold, italic and underline functions Vocabulary: Technology, computers, devices, toolbar, bold,	NC Links: 3 Creating Media - Digital Photography (Camera devices, Pixlr app) Core learning: To use a digital device to take photographs To make changes when taking a photograph To describe what makes a good photograph To describe what can improve a photograph To use a tool to change a photograph To recognise that photos can be changed Vocabulary: Digital device, digital photograph,	NC Links: 1, 2 & 3 Creating Media - Making Music Core learning: To say how music can make us feel To create a rhythm pattern To experiment with sounds using a computer To experiment with pitch To refine a musical pattern on a computer To add a sequence of notes to my rhythm To explain how I changed my work Vocabulary: images, rhythm, pitch, sequence	NC Links: 3 Data and Information - Pictograms (J2E pictogram, Microsoft Packages) Core learning: To tally objects using a common attribute To answer questions about an attribute To collect data, create a pictogram and draw conclusions from it To use a computer program to present information in different ways To explain that we can use a computer to represent information Vocabulary: Data, tally, pictogram, attribute,	NC Links: 4,5 & 6 Programming - Robot Algorithms (Beebots) Core learning: To follow instructions given by someone else To use the same instructions to create different algorithms and outcomes To use an algorithm to program a sequence on a floor robot To predict the outcome of a sequence To create my own mat for a floor robot - explain choices, identify and test different routes To create an algorithm to create a program To test and debug each part of my program	NC Links: 1,4,5 & 6 Programming - Programming quizzes (Scratch Junior - programming animations) Core learning: To predict the outcome of a sequence of commands To match two sequences with the same outcome To change the outcome of a sequence of commands To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved Vocabulary: Sequence, commands, design

	italic, underline, select, font, cursor				Vocabulary: Instructions, algorithm, outcome, program, robot, route, debug	
Year 3	NC Links: 1 - Online Safety To know the age restrictions for online games and social media sites. (recap some information from PSHE taught in year 2) Search and Access Resources ▶ Theme ▶ Health, Well-being and Lifestyle (projectevolve.co.uk) Vocab: age restriction, social media		NC Links: 1 - Online Safety To beware of what is shared online and ask permission (recap from year 2 PSHE- when should we ask for permission) www.Beinternetlegends.withgoogle.com Episode 2 - Beware what you share. Vocab: permission		NC Links: 1 - Online Safety To understand that people may not be who they say they are online. (recap from year 2 PSHE, not all things online are what they appear to be) Discuss false identity and scamming www.Beinternetlegends.withgoogle.com Episode 1 - This could be a scam Vocab: online	
	NC Links: 2 & 3 Computing Systems and Networks - Connecting Computers (tuxpaint or Paintz.app) Core learning: To explain that digital devices have inputs and outputs To follow and describe a simple process To design a digital device To suggest differences between using digital devices and non-digital tools To explore how digital devices can be connected Information Technology (Not Teach Computing planning) Core learning: To use bullet points To use the shift key Vocabulary:	NC Links: 3 Creating Media - Animation (Tablet/iPad unit - uses iMotion & stop frame animation) Core learning: To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To evaluate the quality of a animation To improve an animation based on feedback To add other media to an animation Vocabulary: Animation, sequence, images, media	NC Links: 3 Creating Media - Desktop publishing (Canva) Core learning: To recognise how text and images convey information To recognise that text and layout can be edited To change font style, size and colours for a given purpose To choose appropriate page settings To add content to a desktop publishing programme Vocabulary: Text, layout, edit, font, content	NC Links: 2 & 3 Data and Information - Branching Databases (j2data pictogram, Branch and database tools - PowerPoint) Core learning: To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching story To independently create an identification tool Vocabulary: Data, branching database, identification	NC Links: 5, 6 & 7 Programming A - Sequencing sounds (Scratch) Core learning: To explore a new programming environment To identify that commands, have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of a project To create a project from a task description Vocabulary: Commands, sequence, appearance, project	NC Links: 5, 6 & 7 Programming B - Events and actions in programs (Scratch) Core learning: To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop a program by adding features To identify and fix bugs in a program To design and create a maze-based program Vocabulary: Sprite, directions, adapt, features, bugs

	Inputs, outputs, networks, bullet points, shift					
Year 4	NC Links: 1 - Online Safety To know how to report abuse or inappropriate content online using NSPCC guidance www.nspcc.org.uk Search and Access Resources ▶ Theme ▶ Online Bullying ProjectEVOLVE (7-11) Vocab: inappropriate content, abuse		NC Links: 1 - Online Safety To know how to be internet secure and recognise hacking and scamming. To know that hacking and scamming is illegal. www.Beinternetlegends.withgoogle.com Episode 3 - This could be a scam. Vocab: hacking, scamming, illegal		NC Links: 1 - Online Safety To plan a healthy balance of online and offline activities. To describe how online activities can affect health and well-being in a positive and negative way. (recap from Year 3 PSHE) Search and Access Resources ▶ Strand ▶ Health, Well-being and Lifestyle ▶ 7 - 11 (projectevolve.co.uk) Vocab: online, balance	
	NC Links: 2 & 3 Computing Systems and Networks - The Internet Core learning: To recognise how networked devices make up the internet To know how websites can be shared via the WWW To evaluate the consequences of unreliable content To identify the human elements of computer systems Information Technology (Not Teach Computing planning) To use ctrl - alt short cuts To insert a table To create electronic folders Vocabulary: world wide web (WWW), website, web page, unreliable content, web search, search engine	NC Links: 3 Creating Media - Audio Production (Audacity and headphones required) Core learning: To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance a podcast project To evaluate the effective use of audio Vocabulary: Record, audio, edit, podcast, enhance, evaluate	NC Links: 3 Creating Media - Photo editing Core learning: To explain that the composition of digital images can be changed To explain that colours can be changed on digital images by using effects To explain how cloning can be used in photo editing To explain that images can be combined To combine images for a purpose Vocabulary: Composition, digital images, cloning, combined	NC Links: 3 Data and Information - Data Logging Core learning: To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To explain that a 'data logger' collects 'data points' from sensors over time To recognise how a computer can help us analyse data To identify the data needed to answer questions To use data from sensors to answer questions Vocabulary: data, data logger, data points, sensors	NC Links: 4, 5 & 6 Programming - Repetition in shapes (fmslogo & turtle academy) Core learning: To identify that accuracy in programming is important To create a program in a text-based language To explain what 'repeat' means To modify a count-controlled loop to produce a given outcome To decompose a task into small steps To create a program that uses count-controlled loops to produce a given outcome Vocabulary: Accuracy, repetition, count-controlled loop, outcome, decompose	NC Links: 5, 6 & 7 Programming - Repetition in games (Scratch on a laptop - Scratch.mit.edu) Core learning: To develop the use of count-controlled loops in a different programming environment To explain that in programming there are infinite loops and count-controlled loops To develop a design that includes two or more loops which run at the same time To modify an infinite loop in a given program To design a project that includes repetition To create a project that includes repetition Vocabulary: Infinite loops, modify, repetition
Year 5	NC Links: 1 - Online Safety To recognise how people can experience cyberbullying through a range of media (image, video, text, chat) Search and Access Resources ▶ Theme ▶ Online Bullying ProjectEVOLVE (7-11)		NC Links: 1 - Online Safety To know that some news is 'fake news'. Lesson 1: Real versus fake news - BBC Teach		NC Links: 1 - Online Safety To explain how an online identity can be different to an online identity Search and Access Resources ▶ Strand ▶ Self-Image and Identity ▶ 7 - 11 (projectevolve.co.uk)	

	To know how to block abusive users. Search and Access Resources ▶ Theme ▶ Online Bullying ProjectEVOLVE (7-11) Vocab: cyberbullying, block, abusive users		To describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms) Search and Access Resources ▶ Strand ▶ Online Relationships ▶ 7 - 11 (projectevolve.co.uk) Vocab: fake news, social environments		Vocab: online identity, offline identity	
	NC Links: 2 & 4 Computing Systems and Networks – Systems and searching Core learning: To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important Information Technology (Not teach computing planning) To edit a table – insert rows and columns, merge and split cells Vocabulary: Search engine, results, ranked, internet addresses, packets, data, online, private, public	NC Links: 3 Creating Media – introduction to vector graphics To identify that drawing tools can be used to produce different outcomes To create a vector drawing by combining shapes To use tools to achieve a desired effect To recognise that vector drawings consist of layers Vocabulary: Outcomes, vector drawings Download Inkscape 1.3.2 Inkscape	NC Links: 3 Creating Media – Video production To explain what makes a video effective To use a digital device to record a video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video Vocabulary: Video, digital device, storyboard, editing	NC Links: 3 Data and Information – Flat file databases J2E – Databases Core learning: To use a form to record information To compare paper and computer-based databases To answer questions by grouping and sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use real-life databases to answer questions Vocabulary: Database, grouping, sorting, data	NC Links: 5, 6 & 7 Programming – Selection in quizzes (Scratch) Core learning: To explain how selection is used in computer programs To relate that a conditional statement connects a condition to an outcome To explain how selection directs the flow of a program To design a program that uses selection To create a program that uses selection To evaluate a program Vocabulary: Selection, conditional statement, outcome, evaluate	NC Links: 5, 6 & 7 Programming – Selection in physical computing (Crumbles loan requested 7th June – 25th June) Core learning: To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project Vocabulary: Circuit, count-controlled loops, condition, selection
Year 6	NC Links: 1 – Online Safety To describe how to capture cyberbullying content as evidence Search and Access Resources ▶ Strand ▶ Online Bullying ▶ 7 - 11 (projectevolve.co.uk) Vocab: cyberbullying, content, evidence		NC Links: 1 – Online Safety To know that many free apps may read and share information with others Search and Access Resources ▶ Strand ▶ Privacy and Security ▶ 7 - 11 (projectevolve.co.uk) To describe ways to increase privacy on apps Search and Access Resources ▶ Strand ▶ Privacy and Security ▶ 7 - 11 (projectevolve.co.uk) Vocab: apps, privacy		NC Links: 1 – Online Safety To know how to validate information found through searches and check more than one source of information. To understand plagiarism and know that some content must not be used without permission from the owner. Search and Access Resources ▶ Strand ▶ Copyright and Ownership ▶ 7 - 11 (projectevolve.co.uk) Vocab: validate, plagiarism, permission	
	NC Links: 2 & 4	NC Links: 3	NC Links: 3	NC Links: 3	NC Links: 5, 6 & 7	NC Links: 5, 6 & 7

	Computing Systems and Networks – Communication and collaboration Core learning: To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication Vocabulary: internet addresses, data, online, technology,	Creating Media – Digital Art Core learning: To assemble digital images together to create a digital collage (Word – see Twinkl resources) To use shapes, lines and colours to create a digital image. (Abstract digital art using a drawing/painting app. See Twinkl resources) To use software to create content that accomplishes given goals Pixilart – Free Online Art Community and Pixel Art Tool	Creating Media – 3D modelling (Tinkercad) (3D Printer loan requested – 3 weeks 18th Jan-5th Feb) Core learning: To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan and create a 3D model Vocabulary: Three dimensions, modified, combined, digital 3D objects	Data and Information – Introduction to spreadsheets (Laptops) Core learning: To create a data set in a spreadsheet To apply appropriate formats for a cell To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet To choose suitable ways to present data Vocabulary: Data set, spreadsheet, formats, cell, formula, calculated data, present	Programming – variables in games (Scratch) Core learning: To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project Vocabulary: variable, program, design	Programming – Sensing movement (Microbits) Link with DT Core learning: To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device Vocabulary: device, program, variable, input, conditional
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	Curriculum End Points (NC)
End of KS1 End Points	Pupils should be able to: • 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 • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • 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 technologies.
End of KS2 End Points	Pupils should be able to: • 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 • 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 • 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.

