

Long Term Overview – Computing Curriculum – Updated for 2025

Online Safety will need to be the first computing lesson you teach before starting the TeachComputing sessions. ProjectEvolve will be used for this

*awaiting activation on 30/7/25)

Year	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Computing isn't in the EYFS curriculum Teachers to go by a needs met approach, using technology where it fits in with their current areas of learning.					
1/2	A	<p>Online Safety Self-image and identity Online relationships</p> <p>Connecting systems and networks Technology around us Recognising technology in school and using it responsibly (Paintz.app)</p>	<p>Online Safety Online bullying</p> <p>Programming Block A Robot algorithms Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)</p>	<p>Online Safety Health, Well-being and lifestyle</p> <p>Creating Media Digital photography Recognise that different devices can be used to capture photographs and gain experience capturing, editing, and improving photos.</p>	<p>Online Safety Managing online information</p> <p>Data and information Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (j2data pictogram).</p>	<p>Online Safety Online reputation</p> <p>Creating Media Digital writing Using a computer to create and format text, before comparing to writing non-digitally. (Google Docs or Microsoft Word)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Programming Block B Programming quizzes Understand that sequences of commands have an outcome and make predictions & modify designs to create their own quiz questions. (Scratch Jnr)</p>
	B	<p>Online Safety Self-image and identity Online relationships</p> <p>Connecting systems and networks Information technology around us Identifying IT and how its responsible use improves our world in school and beyond. (Google Slides/ PowerPoint)</p>	<p>Online Safety Online bullying</p> <p>Programming Block A Robot algorithms Creating and debugging programs and using logical reasoning to make predictions. (Bee-bot, Blue-bot)</p>	<p>Online Safety Online reputation</p> <p>Creating Media Digital painting Choosing appropriate tools in a program to create art and making comparisons with working non-digitally. (Microsoft Paint or similar)</p>	<p>Online Safety Managing online information</p> <p>Data and information Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer. (j2data pictogram)</p>	<p>Online Safety Health, Well-being and lifestyle</p> <p>Creating Media Digital music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Chrome Music Lab)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Programming Block B Programming animations Designing and programming the movement of a character on screen to tell stories. (Scratch Jnr)</p>
3/4	A	<p>Online Safety Self-image and identity Online relationships</p> <p>Connecting systems and networks Connecting Computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks (Painting program)</p>	<p>Online Safety Online bullying</p> <p>Programming Block A Sequencing Sounds Creating sequences in a block-based programming language to make music (Scratch)</p>	<p>Online Safety Health, Well-being and lifestyle</p> <p>Creating Media Audio Production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. (Laptops-audacity???Check??)</p>	<p>Online Safety Managing online information</p> <p>Data and information Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. (Arduial Science App)</p>	<p>Online Safety Online reputation</p> <p>Creating Media Desktop Publishing Creating documents by modifying text, images, and page layouts for a specified purpose. (Canva.com or PPT. or Publisher)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Programming Block B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game. (Scratch)</p>
	B	<p>Online Safety Self-image and identity</p>	<p>Online Safety Privacy and security</p>	<p>Online Safety Health, Well-being and lifestyle</p>	<p>Online Safety Managing online information</p>	<p>Online Safety Online reputation</p>	<p>Online Safety Online bullying</p>

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		<p>Online relationships</p> <p>Connecting systems and networks <u>The internet</u> Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. (Various websites)</p>	<p>Copyright and ownership</p> <p>Programming Block A <u>Repetition in Shapes</u> Using a text-based programming language to explore count-controlled loops when drawing shapes. (FMSLogo/Turtle academy)</p>	<p>Creating Media <u>Stop frame animation</u> Capturing and editing digital still images to produce a stop-frame animation that tells a story. (iMotion)</p>	<p>Data and information <u>Branching databases</u> Building and using branching databases to group objects using yes/no questions. (j2data Branch and Pictogram)</p>	<p>Creating Media <u>Photo editing</u> Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled. (Laptops-Paint.NET)</p>	<p>Programming Block B <u>Events and actions in programs</u> Writing algorithms and programs that use a range of events to trigger sequences of actions. (Scratch)</p>
5/6	A	<p>Online Safety Self-image and identity Online relationships</p> <p>Connecting systems and networks <u>Systems and searching</u> Recognising IT systems in the world and how some can enable searching on the internet. (Google Slides???)</p>	<p>Online Safety Online bullying</p> <p>Programming Block 5A <u>Selection in physical computing</u> Exploring conditions and selection using a programmable microcontroller. (Micro:bit)</p>	<p>Online Safety Health, Well-being and lifestyle</p> <p>Creating Media <u>Webpage creation</u> Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. (???)</p>	<p>Online Safety Managing online information</p> <p>Data and information <u>Introduction to spreadsheets</u> Answering questions by using spreadsheets to organise and calculate data. (Excel)</p>	<p>Online Safety Online reputation</p> <p>Creating Media <u>Introduction to vector graphics</u> Creating images in a drawing program by using layers and groups of objects. (Powerpoint)</p>	<p>Online Safety Online bullying</p> <p>Programming Block 5B <u>Selection in quizzes</u> Exploring selection in programming to design and code an interactive quiz. (Scratch)</p>
	B	<p>Online Safety Self-image and identity Online relationships</p> <p>Connecting systems and networks <u>Communication and collaboration</u> Exploring how data is transferred by working collaboratively online. (Google Slides???)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Programming Block 6A <u>Variables in games</u> Exploring variables when designing and coding a game. (Scratch)</p>	<p>Online Safety Online reputation</p> <p>Creating Media <u>Video Production</u> Planning, capturing, and editing video to produce a short film. (???)</p>	<p>Online Safety Managing online information</p> <p>Data and information <u>Flat file databases</u> Using a database to order data and create charts to answer questions. (j2data Database)</p>	<p>Online Safety Health, Well-being and lifestyle</p> <p>Creating Media <u>3D modelling</u> Planning, developing, and evaluating 3D computer models of physical objects. (Tinkercad)</p>	<p>Online Safety Privacy and security Copyright and ownership</p> <p>Programming Block 6B <u>Sensing Movement</u> Exploring variables when designing and coding a physical device (MakeCode:Micro:bits)</p>