Whole School Overview 2026-2027

Full planning and resources available at:
https://teachcomputing.org/curriculum/key-stage-1
https://teachcomputing.org/curriculum/key-stage-2
You can make a free account when you follow this link:
https://ncce.stem.org.uk/user/register?from=NCCE&_ga=2.15709046.1130365581.1625666999-1717758418.1615994485

Second Tuesday in February annual Safer Internet Day SID – Project evolve KS2/Commonsense media KS1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R **Computing learning activities** **The order of this can change**	1. Creating self-portraits in paint app 2.Taking photos using iPads of each other 3. Staying safe online – keep info private playing online	1.Watching space exploration videos	1.Google earth and google maps/ street view 2.Beebot routes linked to map work	1.Top marks interactive animal and habitat sorting game 2. Phones, till, keyboard in role-play vets and shops	Doodle buddy app	Keyboard skills Beebots/tale-bots when they arrive
Year 1	**Into the woods** Technology around us Recognising technology in school and using it responsibly	**Light and Dark** Digital writing Using a computer – wordpad on laptops to create and format text, before comparing to writing non-digitally. Use a premade text at their level for them to navigate around and edit	**Once upon a time** Moving a robot (Beebots – tale-bots when they arrive) Writing short algorithms and programs for floor robots, and predicting program outcomes	**Are we there yet?** (transport and toys) Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. Doodle Buddy app	**Under the sea** Scratch Junior Programming animations Designing and programming the movement of a character on screen to tell stories.	**Hot or Cold?** Grouping data Exploring object labels, then using them to sort and group objects by properties. Maths link
Year 2	**Once upon a time…or is it?** Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions. Beebots and Probot cars	**The Great Fire of London** Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	**A Village in Africa** Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.	**Superheroes** Using PowerPoint – basic word processing skills	**How does your garden grow?** Digital photography - iPads Capturing and changing digital photographs for different purposes	**Happy to be me!** Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition. (Garage band app)

Year 3	**Shake Rock and Roll!** Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Magic and Wonder!** Sequencing sounds Creating sequences in a block-based programming language to make music. https://code.org/dance (Hour of code – Dance party)	**Whose afraid of the dark?** Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story	**We came, we saw, we conquered!** Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.	**Food, Glorious, Food** Scratch Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.	**Cracking Contraptions** Google forms surveys
Year 4	**Raging Rivers** Touch typing and publishing skills	**Ancient Egyptians** Use of apps and software to reinforce maths learning	**Listen to the beat!** Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation. Data loggers - see iPad app	**All the fun of the fair** Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	**The Grand tour of Europe** Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Why do people migrate?** Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered Green screen technology with iPad
Year 5	**Local Heroes and villains** Touch typing and publishing	**Stargazers** Selection in physical computing Exploring conditions and selection using a programmable microcontroller. Crumbles	**Sweet like chocolate!** Flat-file databases Using a database to order data and create charts to answer questions.	**Your world needs you!** Selection in quizzes Exploring selection in programming to design and code an interactive quiz.	**Amazing animals - including us!** Vector drawing Creating images in a drawing program by using layers and groups of objects.	**Blue Planet (Coasts)** Video editing Planning, capturing, and editing video to produce a short film
Year 6	**Freedom and Rights** Internet communication Recognising how the WWW can be used to communicate and be searched to find information. Ethical debate about disinformation and misinformation	**Bombs, battles and bravery** Sensing Designing and coding a project that captures inputs from a physical device. Micro-bits	**It's all Greek to me** Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. (Using hyperlinks in PowerPoint) Use sites in google	**Differences?** Introduction to spreadsheets Answering questions by using spreadsheets to organise and calculate data. **Creating graphs**	**Survival** Variables in games Exploring variables when designing and coding a game.	**The Big Finale** 3D modelling Planning, developing, and evaluating 3D computer models of physical objects. Tinkercad