

Computing Overview 2026-2027

Terms Year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Digital Literacy (DL) Recognise technology that is used at home and in school.	Digital Literacy (DL) Understand what a computer is and the different uses of computers i.e., learning, communicating, finding information, playing games	Computer Science (CS) Anticipates repeated sounds, sights and actions – e.g. When an adult demonstrates an action toy several times	Computer Science (CS) Operates mechanical toys e.g. – turns the knob on a windup toy and pulls back on a friction car.	Information Technology (IT) Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.	Information Technology (IT) Seeks to acquire basic skills in turning on and operating some digital equipment.
Reception	Digital Literacy (DL) Develops digital literacy skills by being able to access, understand and interact with a range of technologies	Digital Literacy (DL) I can recognise some ways in which technology might be used to communicate with people I know	Computer Science (CS) Completes a simple program on electronic devices such as a bee bot or a coding app	Computer Science (CS) Shows an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.	Information Technology (IT) Can use the internet with adult supervision to find and retrieve information of interest to them.	Information Technology (IT) Can create content such as video recording, stories and drawing pictures on a screen.
Year 1	Computing systems and networks – Technology around us Recognise common uses of information technology beyond school. Recognising technology in school and using it responsibly.	Creating media – Digital painting Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	Programming A – Moving a robot Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Writing short algorithms and programs for floor robots and predicting program outcomes.	Data and information – Grouping data 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. Exploring object labels, then using them to sort and group objects by properties.	Creating media – Digital writing Use logical reasoning to predict the behaviour of simple programs Using a computer to create and format text, before comparing to writing non-digitally.	Programming B - Programming animations Create and debug simple programs Designing and programming the movement of a character on screen to tell stories.
Year 2	Computing systems and networks – IT around us Recognise common uses of information technology beyond school Identifying IT and how its responsible use improves our world in school and beyond.	Creating media – Digital photography Use logical reasoning to predict the behaviour of simple programs Capturing and changing digital photographs for different purposes.	Programming A – Robot algorithms Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Creating and debugging programs and using logical reasoning to make predictions.	Data and information – Pictograms 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. Collecting data in tally charts and using attributes to organise and present data on a computer.	Creating media - Digital music Use technology purposefully to create, organise, store, manipulate, and retrieve digital content Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming B - Programming quizzes Create and debug simple programs Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Year 3	Computing systems and networks – Connecting computers 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 Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	Creating media - Stop-frame animation 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 Capturing and editing digital still images to	Programming A – Sequencing sounds Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Creating sequences in a block-based programming language to make music.	Data and information – Branching databases Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Building and using branching databases to group objects using yes/no questions.	Creating media – Desktop publishing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Creating documents and modifying text, images and page layouts for a specific purpose.	Programming B - Events and actions in programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Writing algorithms and programs that use a range of events to trigger sequences of actions.

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		produce a stop frame animation that tells a story.				
Year 4	Computing systems and networks – The Internet 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 Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	Creating media - Audio production Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Programming A – Repetition in shapes 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 Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data and information – Data logging Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Creating media – Photo editing Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Manipulating digital images and reflecting on the impact of the changes and whether the required purpose is fulfilled.	Programming B – Repetition in games Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Year 5	Computing systems and networks - Systems and searching Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Recognising IT systems in the world and how some can enable searching on the internet.	Creating media - Video production Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Planning, capturing, and editing video to produce a short film.	Programming A – Selection in physical computing Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Exploring conditions and selection using a programmable microcontroller.	Data and information – Flat-file databases Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Using a database to order data and create charts to answer questions.	Creating media – Introduction to vector graphics 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 Creating images in a drawing program by using layers and groups of objects.	Programming B – Selection in quizzes Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Exploring selection in programming to design and code an interactive quiz.
Year 6	Computing systems and networks - Communication and collaboration 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 Exploring how data is transferred by working collaboratively online.	Creating media – Web page creation Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Designing and creating webpages, considering copyright, aesthetics and navigation.	Programming A – Variables in games Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Exploring variables when designing and coding a game.	Data and information – Spreadsheets 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 Answering questions by using spreadsheets to organise and calculate data.	Creating media – 3D Modelling Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Programming B - Sensing movement Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Designing and coding a project that captures inputs from physical devices.

Online safety and SMART search during every lesson. Children to use [swiggle](#) and [kiddle](#) for safe search.