Computing Curriculum 2025-26

Glenfrome Primary School

Resources needed: Laptops Ipads Beebots Blue highlight = different resource to Teach Computing site's suggestions D&T links

	Computing systems and networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
Reception	Continuous provision: role play – home / doctor surgery / space station Barefoot computing – People who help	Ipads – fine motor skills e.g. creating digital art - patterns, rotate, manipulate Barefoot computing – busy bodies – Awesome autumn	Ipads – fine motor skills e.g. drag and drop, swipe Barefoot computing – Super Space	Ipads – fine motor skills e.g. Barefoot computing – spring time	Beebots: Free play and guided play activities incl mapping and small world. Barefoot computing – boats ahoy	Beebots: Free play and guided play activities incl mapping and small world.. Barefoot computing – summer fun
Year 1	**1.1 Technology around us** Laptops paintz.app or Paint program (Tweet as evidence)	**1.2 Digital painting** Laptops paintz.app or Paint program (Tweet as evidence)	**1.3 Moving a robot** Beebots (Tweet / save / print as evidence)	**1.4 Grouping Data** Laptops Microsoft PowerPoint (Tweet / save / print as evidence)	**1.5 Digital writing** Laptops Microsoft Word (Tweet / save as evidence)	**1.6 Programming animations** Ipads Scratch Jr app (Tweet as evidence)
Year 2	**2.1 Information technology around us** Laptops Google Slides or Microsoft PowerPoint	**2.3 robot algorithms** Beebots (swapped order to have Beebots in a different term to Y1)	**2.2 Digital photography** iPads - Photos app	**2.4 Pictograms** Laptops https://www.j2e.com/jit5#pictogram (Tweet / save as evidence)	**2.5 Digital music** Laptops https://musiclab.chromeexperiments.com/ (Tweet / Save link as evidence)	**2.6 programming quizzes** Laptops Scratch
Year 3	**3.2 stop frame animation** Ipads Imotion	**3.3 sequencing sounds** Laptops Scratch	**3.4 branching databases** Laptops https://www.j2e.com/jit5#branch https://www.j2e.com/jit5#pictogram	**3.5 desktop publishing** Laptops Canva.com	**3.1 connecting computers** Laptops Painting program (any)	**3.6 events and actions in programs** Laptops ~~Scratch~~ SWAP FOR MICRO:BITS (Train to use basics before Y4)

			(Tweet / save as evidence)			
Year 4	**4.1 The Internet** Laptops websites	**4.2 Audio production** Laptops Audacity	**4.3 Repetition in shapes** Laptops FMSLogo	**Swap 4.6 for DT unit:** SIMPLE CIRCUITS AND SWITCHES using micro:bits	**4.4 Data logging** Laptops SWAP FOR MICRO:BITS	**4.5 Photo editing** Laptops Paint.NET
Year 5	**5.1 Systems and searching** Laptops Google Slides	**5.2 Video production** Laptops Microsoft Photos	**5.4 Flat-file databases** Laptops https://www.j2e.com/database/ (Tweet / save as evidence)	**5.3 Selection in physical computing** Laptops SWAP FOR MICRO:BITS https://microbit.org/teach/lessons/data-handling-selection/ LINK TO Y5 DT UNIT: MONITORING AND CONTROL	**5.5 Introduction to vector graphics** Laptops Google drawings	**5.6 Selection in quizzes** Laptops Scratch
Year 6	**6.1 Communication and collaboration** Laptops Google slides	**6.2 webpage creation** Laptops Google sites	**6.3 variables in games** Laptops Scratch	**6.4 introduction to spreadsheets** Laptops Google sheets or excel	**6.5 3D modelling** Laptops https://www.tinkercad.com/ LINK TO Y6 DT UNIT: FRAME STRUCTURES USING CAD Also have DT unit that is CAD related: using design and technology website TEXTILES USING CAD	**6.6 sensing movement** Laptops Micro:Bits

Saving

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J2E website – save by print to PDF then save as or by screenshot
Music lab – link created when you click save – save this as a link to pupil shared drive

Tinkercad – free but need to set up logins

Data loggers – borrow from hub (lend for half a term at a time, they will deliver and collect)

Information about units from Teach Computing site:
(Teach computing does not have EYFS curriculum. We have used the Barefoot Computing resources alongside activities we currently do such as using Beebots.)
The order in which to teach units within a school year is not prescribed, other than the two 'programming' units for each year group which build upon each other. It is recommended that the Programming and Creating Media units be revisited in two different terms within the school year so that the concepts and skills can be revisited and consolidated. Otherwise, schools can choose the order in which they teach the units, based on the needs of their pupils and other topics or events that are happening throughout the school year, to make use of cross-curricular links wherever possible.

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Year 1	**Technology around us** Recognising technology in school and using it responsibly.	**Digital painting** Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	**Moving a robot** Writing short algorithms and programs for floor robots, and predicting program outcomes.	**Grouping data** Exploring object labels, then using them to sort and group objects by properties.	**Digital writing** Using a computer to create and format text, before comparing to writing non-digitally.	**Programming animations** Designing and programming the movement of a character on screen to tell stories.
Year 2	**Information technology around us** Identifying IT and how its responsible use improves our world in school and beyond.	**Digital photography** Capturing and changing digital photographs for different purposes.	**Robot algorithms** Creating and debugging programs, and using logical reasoning to make predictions.	**Pictograms** Collecting data in tally charts and using attributes to organise and present data on a computer.	**Digital music** Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	**Programming quizzes** Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.

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Year 3	**Connecting computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.	**Stop-frame animation** Capturing and editing digital still images to produce a stop-frame animation that tells a story.	**Sequencing sounds** Creating sequences in a block-based programming language to make music.	**Branching databases** Building and using branching databases to group objects using yes/no questions.	**Desktop publishing** Creating documents by modifying text, images, and page layouts for a specified purpose.	**Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions.
Year 4	**The internet** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Audio production** Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Repetition in shapes** Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Photo editing** Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Year 5	**Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet.	**Video production** Planning, capturing, and editing video to produce a short film.	**Selection in physical computing** Exploring conditions and selection using a programmable microcontroller.	**Flat-file databases** Using a database to order data and create charts to answer questions.	**Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects.	**Selection in quizzes** Exploring selection in programming to design and code an interactive quiz.
Year 6	**Communication and collaboration** Exploring how data is transferred by working collaboratively online.	**Webpage creation** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.	**Variables in games** Exploring variables when designing and coding a game.	**Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data.	**3D modelling** Planning, developing, and evaluating 3D computer models of physical objects.	**Sensing movement** Designing and coding a project that captures inputs from a physical device.