Trinity All Saints Church of England Primary School

'Growing Together'

Trinity All Saints CE Primary School Overview of Computing (Autumn 1 and 2 taken from teachcomputing.org, Spring 1 onwards taken from Junior Jam)						
Year Group	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
EYFS Cycle A+B	Exploring technology and building digital literacy through hands-on activities like using tablets, programmable toys, and keyboards, alongside introducing basic e-safety. Developing problem solving and computational thinking by breaking down tasks, sequencing actions, spotting patterns, and practicing persistence through unplugged and interactive activities. Supporting learning across the curriculum using technology tools such as drawing apps, note-taking apps, and educational games to enhance fine motor skills, creativity, literacy, numeracy, and communication. Continuous provision to include role play resources such as cameras, mobile phones or computers.					
Year 1 and 2 Cycle A	**Computing systems and the network** **NC links:** •Recognise common uses of information technology beyond school •Use technology purposefully to	**Creating media – digital painting** **NC Links:** •Use technology purposefully to create, organise, store, manipulate, and retrieve digital content	**JUNIOR JAM** **Course overview:** Pupils will learn the fundamentals of the internet and digital device safety. They will be introduced to different real-life scenarios and develop different strategies to stay clear of or to deal with potential situations that could arise when online. Pupils will be reminded each lesson about the correct procedures to follow and who they can talk to should they have any concerns regarding e-safety. **NC Links:** •Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**JUNIOR JAM** **Course overview:** During iMove, pupils will learn about 'Stop Motion' animation. They will gain a number of animating skills to create their own stop motion animations on an iPad. Pupils will have to create a plot and overcome the challenges involved in animating multiple objects and characters within each frame. **NC Links:** • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school.	**JUNIOR JAM** **Course overview:** During iCode pupils will use games to learn key coding skills. The course will start by looking at everyday tasks and thinking about the thought behind a series of problems within the app 'Kids Coding'. This will culminate in students learning how to use more complex coding apps for their age like Hopscotch and using the word algorithm with ease. **NC Links –** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following	**JUNIOR JAM** **Course overview:** iInvent focuses on how technology has progressed through the 19th to 21st centuries. This course aims to give pupils a better understanding of the technology they use every day, both at home and in school. This course will cover how to use technology safely and responsibly, as well as how to explain their uses to others. **NC Links –** • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.

	create, organise, store, manipulate, and retrieve digital content •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.		• 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.	• 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.	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	• 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.

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Year 1 and 2 Cycle B	**Data and information - pictograms** **NC links -** •Use technology purposefully to create, organise, store, manipulate and retrieve digital content •Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have	**Computing systems and networks – IT around us** **NC Links -** •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	**JUNIOR JAM** **Course overview:** iConnect introduces pupils to the concept of data while developing essential skills in digital literacy and e-safety. Through fun and engaging lessons, pupils will explore how data is collected, used, and shared, gaining the ability to interpret and manage information responsibly. The course encourages critical thinking about online interactions, helping pupils recognise how others connect with them digitally and make informed decisions about the information they share. By demonstrating what safe and responsible technology use looks like, iConnect equips pupils with the knowledge and confidence to navigate the digital world with awareness and care. **NC Links –** • 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.	**JUNIOR JAM** **Course overview:** This course focuses on 2D and hand-drawn animation. Pupils will learn how to bring two dimensional drawings to life through use of the app 'Do Ink Animation'. They will animate a given story line on 'Scratch Jr', mixing coding into their creativity, as well as creating their own animated LEGO figure and finally create a Flip book. **NC Links -** •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.	**JUNIOR JAM** **Course overview:** This course introduces the pupils to the world of Blockly, a simple programming language. Pupils will learn how to use it to create their own code, whilst thinking about conditionals, functions and using randomisation. They will also be challenged on their accuracy in creating and copying code, as well as finding and fixing any errors. **NC Links –** • 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.	**JUNIOR JAM** **UNDER DEVELOPMENT**

	concerns about content or contact on the internet or other online technologies				• 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.	

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Year 3	**Computing systems and networks – connecting computers** **NC Links -** •Use sequence, selection, and repetition in programs; work with variables and various forms of input and output •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	**Programming A – Sequencing sounds** **NC Links -** ● 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 ● 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	**JUNIOR JAM** **Course overview:** Pupils will combine learning how to stay safe while on a digital device with learning how to operate Office 365 programs. Our E-Safety module covers Cyberbullying, Online Gaming, Trust, Digital Reputation, Location Permissions, Online Contact and Social Media. All of these topics are covered alongside learning how to use the basic functions within word and spreadsheet processors. **NC Links –** • 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 technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	**JUNIOR JAM** **Course overview:** During the first half of iStop Motion, pupils will learn a Motion animation and create a short Stop Motion film. Following this, p about post-production effects such as 'Chroma key' and 'Foley'. Pupils w combining their animation and post-production skills together to create with sound, video effects, Chroma Key and animated 2D titles. **NC Links -** •Use sequence, selection and repetition in programs; work with variables and various forms of input and output. •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)	**JUNIOR JAM** **Course overview:** Pupils will use games to learn key coding skills. They will learn how to use the coding language 'Blockly' to introduce key programming elements such as functions, loops, conditionals and variables. This will progress into using code to create 'Spirograph' style artwork and creating a modern version of an Etch-A-Sketch. **NC Links –** • 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.	**JUNIOR JAM** **Course overview:** iTech is all about exploring how technology can be used in the wider world. Over this course pupils will look at how technology is used by the police and associated organisations, like CSI teams. **Pupils will learn what skills and characteristics benefit this line of work and examine the skills they use every day in school to see if they are transferable.** **NC Links –** • 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. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly;

	and collaboration •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,	given goals, including collecting, analysing, evaluating and presenting data and information		on a range of digital devices 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; know a range of ways to report concerns and inappropriate behaviour.	• Select, use and combine a variety of software (including internet services) on a range of digital devices to 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.	know a range of ways to report concerns and inappropriate behaviour.

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Year 4	**Programming A – Repetition in shapes** **NC Links -** •Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by	**Programming B – Repetition in games** **NC Links -** •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	**JUNIOR JAM** UNDER DEVELOPMENT	**JUNIOR JAM** UNDER DEVELOPMENT	**JUNIOR JAM** **Course overview:** iFunction looks at understanding different programming languages and what each part of a code does to the program. Time will be spent looking at what every function does in detail by focusing on each one through the learning session and then consolidating those functions and the knowledge that pupils will gain to create a piece of artwork. **NC Links –** • 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	**JUNIOR JAM** **Course overview:** iTech is all about exploring how technology can be used in the wider world. Over this course pupils will look at how technology is used by the police and associated organisations, like CSI teams. **Pupils will learn what skills and characteristics benefit this line of work and examine the skills they use every day in school to see if they are transferable.** **NC Links –** • 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

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	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; know a range of ways to report concerns and inappropriate behaviour.	
Year 5	**Computing systems and networks – systems and searching** **NC links -** •Understand computer networks,	**Creating media – video production** **NC Links -** •Use search technologies effectively, appreciate how results are selected and ranked, and be	**JUNIOR JAM** **Course overview:** iCompany is a spreadsheet-based course. Pupils will begin with a recap of basic spreadsheet knowledge gained in Level 1 before moving on to more advanced functions within the app. Their task is to act as movie producers and decide on a style of animated movie to put into production. Working in pairs, pupils will start by inputting and analysing data allowing them to make important production decisions. The class will develop their spreadsheet skills and learn how to successfully use a variety of advanced functions within a spreadsheet. **NC Links –** • Use technology safely, respectfully and responsibly; know	**JUNIOR JAM** **Course overview:** This module looks into early 2D animation and its development over time. Pupils will start with basic flip books before developing different skills to produce a 2D piece of vector art. Students will focus on character design, plot development and how characters interact. **NC Links –** • Design, write and debug programs that accomplish specific goals, including	**JUNIOR JAM** **Course overview:** Pupils will need to understand how programs work. They will create shapes to learn the basics of programming, then move onto fixing or 'debugging' existing computer programs, progressing with their programming knowledge and then developing their own arcade games using many functions that they will learn about during this course. **NC Links –** • Design, write and debug programs that accomplish specific goals, including controlling or	**JUNIOR JAM** **Course overview:** iTech is all about exploring how technology can be used in the wider world. Over this course pupils will look at how technology is used by the police and associated organisations, like CSI teams. **Pupils will learn what skills and characteristics benefit this line of work and examine the skills they use every day in school to see if they are transferable.** **NC Links –** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve

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	including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	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	a range of ways to report concerns and inappropriate behaviour. • Search, 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	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 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 and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	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. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing,	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. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

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Year 6	**Computing systems and networks – communication and collaboration** **NC Links -** •Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the	**Creating media – web page creation** **NC Links -** •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	**JUNIOR JAM** **Course overview:** Your local council has advertised for a new Superhero to combat local crime. Pupils must use all the skills they have learnt during Levels 1, 2 and 3 on Keynote and the word and spreadsheet processors, to design and present their hero. Pupils will learn how to create and correctly format a CV, how to add hyperlinks into a word processing document and extrapolate data from GarageBand in order to design a successful candidate CV. **NC Links –** • 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 technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. • Select, use and combine a variety of software (including internet	**JUNIOR JAM** **Course overview:** Pupils will learn how to create different multi-media digital content. They will look at coding storyboards, complex editing, GIFS, Cinemagraph, AR and 3D drawing. Pupils will learn how these are applied in real-world contexts to create content for online and digital applications including websites and iOS software. At the end of the half term, pupils will produce a digital gallery of their work and present it to the class in the app Keynote. **NC Links –** • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	**JUNIOR JAM** **Course overview:** Pupils will learn about multiple coding languages including Blockly, Swift and JavaScript so they can write their own code. They will be able to use their knowledge of coding to understand how it translates to real-world programming, and which different functions and conditionals should be used for specific desired outcomes. **NC Links -** • 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	**JUNIOR JAM** **Course overview:** iTech is all about exploring how technology can be used in the wider world. Over this course pupils will look at how technology is used by the police and associated organisations, like CSI teams. **Pupils will learn what skills and characteristics benefit this line of work and examine the skills they use every day in school to see if they are transferable.** **NC Links –** • 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

	opportunities they offer for communication and collaboration •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	given goals, including collecting, analysing, evaluating, and presenting data and information. •Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.	services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		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. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; know a range of ways to report concerns and	and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.

	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				inappropriate behaviour.	