



St Luke's CE Primary

Computing Annual Curriculum Map



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Computer science
Information technology
Digital literacy

Online safety lesson taught as a
lesson starter

Computing Curriculum Map						
Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Beebots, keyboard, phone, Ipad, camera in continuous provision	Introduction to Purple Mash- 3 lessons (condense) Creating Pictures – 5 lessons	Branching Databases– 4 lessons	Animation – 6 lessons	Word processing – 6 lessons Concept Maps–4 (condense)	Data Detectives – 4 lessons Graphing – 2 lessons continued
	Online safety – Online relationships (lesson starters)					
Essential skill progression	  Listening Step 1 (follow simple one-step instructions in Purple Mash) Adapting Step 1 (try again after difficulty and recognise when something is tricky)	  Listening Step 2 (follow two-step instructions and respond appropriately) Adapting Step 2 (keep trying when work becomes challenging and begin to manage frustration)	  Listening Step 3 (listen carefully in longer tasks and recall key information) Adapting Step 3 (develop resilience by attempting multiple approaches when stuck)	  Listening Step 4 (identify key points from instructions and ask relevant questions) Adapting Step 4 (respond positively to setbacks and adapt approach when needed)	  Listening Step 5 (summarise instructions and focus on key details independently) Adapting Step 5 (demonstrate resilience by independently overcoming challenges)	  Listening Step 6 (critically evaluate information and clarify understanding through questioning) Adapting Step 6 (maintain motivation and persevere through complex or extended challenges)
Autumn 2	Introduction to Purple Mash - 3 lessons Technology around us – 4 lessons	Making Music- 3 lessons Route explorers – 4 lessons	Email–6 lessons	Introduction to AI – 4 lessons (condense) Micro:bits – 4 lessons	Game Creator – 5 lessons	Graphing – 2 lessons Networks–4 lessons
	Online safety – Online bullying (lesson starters)					
Essential skill progression	  Speaking Step 1 (share simple ideas about technology using basic vocabulary) Planning Step 1 (identify a simple goal and take part in tasks with encouragement)	  Speaking Step 2 (describe ideas and choices using simple sentences) Planning Step 2 (set a simple goal and recognise when it has been achieved)	  Speaking Step 3 (explain ideas clearly and begin to justify choices) Planning Step 3 (set goals and work towards them with some independence)	  Speaking Step 4 (present ideas clearly using appropriate vocabulary, e.g. explaining code or outputs) Problem Solving Step 4 (break problems into smaller steps and test solutions)	  Speaking Step 5 (adapt explanations for different audiences and use technical vocabulary accurately) Problem Solving Step 5 (plan, test and refine solutions systematically)	  Speaking Step 6 (communicate complex ideas confidently and justify decisions using evidence) Problem Solving Step 6 (evaluate solutions, debug effectively and improve outcomes independently)

Spring 1	Beebots, keyboard, phone, Ipad, camera in continuous provision	Questioning – 4 lessons The internet –3	Touch Typing–4 Unit 3.8 Graphing Number of lessons –3 (condense)	Sound stories – 4 lessons	Databases– 4 lessons	Blogging–4
	Online safety – Privacy and security (lesson starters)					
Essential skill progression	  Problem Solving Step 1 (explore and use basic devices such as Bee-Bots and iPads through trial and error) Creativity Step 1 (create simple outputs such as photos or recordings using devices)	  Problem Solving Step 2 (ask simple questions and explore how the internet works safely) Creativity Step 2 (generate and share ideas through questioning and simple digital tasks)	  Problem Solving Step 3 (develop accuracy and speed in touch typing and interpret simple data in graphing tasks) Planning Step 3 (organise inputs and approach tasks methodically)	  Creativity Step 4 (create and edit sound stories combining audio elements effectively) Planning Step 4 (plan structure, sequence and content of digital stories)	  Problem Solving Step 5 (design, create and refine databases to organise and retrieve information) Planning Step 5 (structure data logically and test functionality)	  Creativity Step 6 (plan, write and publish blogs for a specific audience) Speaking Step 6 (communicate ideas clearly and appropriately through written digital content)
Spring 2	Creative Computing – 4 lessons	Spreadsheets– 6 lessons	Spreadsheets - 6 lessons	Unpacking hardware and software – 4 lessons (condense) Logo – 4 lessons	Spreadsheets– 6 lessons	Spreadsheets – 6 lessons
	Online safety –Self image and identity & Copywrite and ownership (lesson starters)					
Essential skill progression	  Creativity Step 1 (explore and create simple digital content through creative computing tasks) Working Together Step 1 (share ideas and take turns when using devices)	  Problem Solving Step 2 (enter, organise and interpret data in spreadsheets) Adapting Step 2 (follow a clear structure to complete digital tasks step-by-step)	  Problem Solving Step 3 (use spreadsheets to calculate and present data accurately) Planning Step 3 (choose appropriate tools and organise data effectively)	  Problem Solving Step 4 (debug and refine Logo programs) Creativity Step 4 (experiment with solutions and explore hardware/software systems)	  Problem Solving Step 5 (use spreadsheets to model, analyse and refine data) Adapting Step 5 (design structured approaches to solving data problems)	  Problem Solving Step 6 (apply advanced spreadsheet functions to analyse and present data) Aiming High Step 6 (set challenging goals and refine work to improve outcomes)

Summer 1	Beebots, keyboard, phone, Ipad, camera in continuous provision	Coding – 6 lessons	Coding–6 lessons	Coding –6 lessons	Coding–6	Coding –6 lessons
	Online safety – Online relationships Health, wellbeing and lifestyles & Online Reputations (lesson starters)					
Essential skill progression	  Planning Step 1 (follow simple instructions to control devices) Teamwork Step 1 (take turns and share resources)	  Planning Step 2 (plan simple code sequences) Adapting Step 2 (change code when it doesn't work)	  Planning Step 3 (sequence code logically) Adapting Step 3 (debug simple programs)	  Planning Step 4 (design structured programs) Teamwork Step 4 (collaborate on coding projects)	  Planning Step 5 (plan complex programs using decomposition) Adapting Step 5 (systematically debug and improve code)	  Planning Step 6 (design and implement complex programs) Adapting Step 6 (evaluate and optimise solutions)
Summer 2	Coding – 6 lessons	Presenting Ideas– 4 lessons	Presentations –5 lessons	Composing beats – 4 lessons Effective searching – 4 lessons (condense)	Quizzing – 5 lessons	Micro:bits – 4 lessons 3D modelling – 4 lessons (condense)
	Online safety – Online relationships managing online information (lesson starters)					
Essential skill progression	  Planning Step 1 (follow simple instructions to create algorithms) Problem Solving Step 1 (identify and fix simple coding errors)	  Speaking Step 2 (organise ideas before presenting) Listening Step 2 (respond to feedback from peers)	  Speaking Step 3 (adapt presentations for audience) Leadership Step 3 (take responsibility for parts of a group presentation)	  Creativity Step 4 (generate and refine digital music ideas) Adapting Step 4 (modify searches and musical compositions based on feedback)	  Problem Solving Step 5 (design effective quiz structures) Leadership Step 5 (support peers when testing and improving quizzes)	  Problem Solving Step 6 (develop complex programmable solutions) Adapting Step 6 (evaluate and improve solutions through testing cycles)