



TOR VIEW

COMPUTING COMPOSITE KNOWLEDGE COVERAGE KEY STAGE 1

Intent: Introduce learners to computer science activities building confidence and enjoyment in their use of digital technology providing them with building blocks for future learning

| | | CYCLE A – 2025-2026 | CYCLE B – 2026-2027 | Running throughout each cycle |
|---------------|----------|--|--|---|
| Autumn | 1 | <ul style="list-style-type: none"> Digital Literacy <p>Topic: Technology Around Us Using 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 concerns about content or contact on the internet or other online technologies. Recognise common uses of technology beyond school. National Curriculum coverage to be taught at differentiated Developmental steps.</p> | <ul style="list-style-type: none"> Digital Literacy <p>Topic: Technology Around Us Using 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 concerns about content or contact on the internet or other online technologies. Recognise common uses of technology beyond school. National Curriculum coverage to be taught at differentiated Developmental steps.</p> | <ul style="list-style-type: none"> Information Technology <i>Using technology purposefully to create, organise, store, manipulate, and retrieve digital content</i> Digital Literacy <i>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</i> <p><i>Recognise common uses of technology beyond school</i></p> |
| | 2 | <ul style="list-style-type: none"> Digital Literacy <p>Topic: Digital Art Using technology purposefully to create, organise, store, manipulate, and retrieve digital content. National Curriculum coverage to be taught at differentiated Developmental steps</p> | <ul style="list-style-type: none"> Digital Literacy <p>Topic: Digital Music Using technology purposefully to create, organise, store, manipulate, and retrieve digital content. National Curriculum coverage to be taught at differentiated Developmental steps.</p> | |
| Spring | 1 | <ul style="list-style-type: none"> Information Technology <p>Topic: Digital Working Using 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 concerns about content or contact on the internet or other online technologies. National Curriculum coverage to be taught at differentiated Developmental steps.</p> | <ul style="list-style-type: none"> Information Technology <p>Topic: Pictograms Using technology purposefully to create, organise, store, manipulate, and retrieve digital content. National Curriculum coverage to be taught at differentiated Developmental steps</p> | |
| | 2 | <ul style="list-style-type: none"> Information Technology <p>Topic: Data Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully, keeping</p> | <ul style="list-style-type: none"> Computer Science <p>Topic: Programming Quizzes Use technology purposefully to create, organise, store, manipulate, and retrieve digital content. Use technology safely and respectfully,</p> | |

The KS1 Computing Curriculum is based on and utilises content from The National Centre for Computing Education's Teach Computing curriculum teachcomputing.org/curriculum/key-stage-1. It is adapted and differentiated to suit the individual needs of our Key Stage 1 learners

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| | | <p><i>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. National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> | <p><i>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 National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> | |
| Summer | 1 | <ul style="list-style-type: none"> • Computer Science <p>Topic: Animation</p> <p><i>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. National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> | <ul style="list-style-type: none"> • Digital Literacy <p>Topic: Digital Photography</p> <p><i>Using 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 concerns about content or contact on the internet or other online technologies. Recognise common uses of technology beyond school. National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> | |
| | 2 | <ul style="list-style-type: none"> • Computer Science <p>Topic: Robots!</p> <p><i>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. National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> | <ul style="list-style-type: none"> • Computer Science <p>Topic: Robots!</p> <p><i>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. National Curriculum coverage to be taught at differentiated Developmental steps.</i></p> | |