



Riverside Primary Academy



Computing Curriculum Overview - EYFS

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
EYFS Taught Technology Specific Area	EYFS 1 - Have experience of mark making using paint package or Active Primary. Remote control toys, numbers, letters, sounds, shapes and colour programmes.	EYFS 1 - Continue to make marks on the iPads / IWB/ computer or laptop. Using computer based programmes to support literacy and mathematics e.g. active primary, Purple Mash, Using the IWB to select pens/ colours and play educational games. Age Appropriate Online Safety. British Values Link Safeguarding	EYFS 1 - Learn to access an iPad and apps appropriately and safely. Safer Internet Day Safeguarding	EYFS 1 - Children to use a digital camera / iPad to take pictures of pets and Zoo Academy. Teacher to put on IWB and show how to print. Pupils to bring photos of pets in from home.	EYFS 1 - Start to identify initial letters of own name on the keyboard and watch the letter appear on the screen or IWB.	EYFS 1 - Practise simple drag and drop / click and move using Active Primary or similar program / Purple Mash. Ask questions about Technology and how it works? What information can be retrieved from a computer?
	EYFS 2 - Acquire basic skills in turning on and operating ICT equipment. Encourage pupils to ask questions about technology - how does it work? On-going ICT - mark making, typing name, mouse control, numbers, letters, sounds, shapes, colours and writing (investigate these things using Mini Mash).	EYFS 2 - Age appropriate Online-Safety British Values Link Safeguarding Online Safety Week PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing	EYFS 2 - To operate simple equipment and toys, showing an interest in these. They should investigate the use of wind-up toys, remote controls and interactive toys. Safer Internet Day Safeguarding PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing	EYFS 2 - Use digital devices to retrieve information and support learning. Encourage pupils to ask for specific programmes which they like to use.	EYFS 2 - To use, operate and complete simple program through the use of Mini Mash on the iPad.	EYFS 2 - Use IWB, Run age-appropriate software on the iPad when using Mini Mash. Independently select areas of interest, understanding that this program, along with others, can be used both at home and at school.



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Computing Curriculum Overview - Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 1 Computing	<p><u>Digital content</u> Use technology to create, store and retrieve content linked to healthy eating and growing.</p>	<p><u>Digital devices</u> Use digital devices to capture images of toys. Understand that these can be stored on a computer, tablet or smart phone. Online Safety Week</p> <p>British Values Link</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing</p>	<p><u>Coding and programming</u> Digitally design a community garden using 2Go on Purple Mash. Safer Internet Day</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing</p>	<p><u>Digital content</u> Refine use of paint package by drawing a superhero. Store, manipulate and retrieve content. <u>Coding and programming</u> Begin to use simple instructions (algorithms) and find errors in programs.</p>	<p><u>Coding and programming</u> Algorithms linked to orienteering and outdoor learning using Digi Maps. <u>Digital content</u> Create and organise information about plants or animals in the great outdoors (tables and charts).</p>	<p><u>Coding and programming</u> Digitally create codes using 2Create on Purple Mash linked to sea animals.</p>



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Computing Curriculum Overview - Key Stage One

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 2 Computing	<u>Coding and programming</u> Use Beebots and programmable devices to teach directions and routes.	<u>Digital content</u> Research information about Kenya. Create a document using this research. Retrieve this digital content when adding/editing information. Online Safety Week <div style="border: 1px solid black; border-radius: 10px; background-color: #d9ead3; padding: 5px; width: fit-content; margin-bottom: 5px;">British Values Link</div> <div style="border: 1px solid black; border-radius: 10px; background-color: #d9ead3; padding: 5px; width: fit-content; margin-bottom: 5px;">Safeguarding</div> <div style="border: 1px solid black; border-radius: 10px; background-color: #f4cccc; padding: 5px; width: fit-content;">PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing</div>	<u>Digital devices</u> Use technology purposefully to create images of the Great Fire of London. Safer Internet Day <div style="border: 1px solid black; border-radius: 10px; background-color: #d9ead3; padding: 5px; width: fit-content; margin-bottom: 5px;">Safeguarding</div> <div style="border: 1px solid black; border-radius: 10px; background-color: #f4cccc; padding: 5px; width: fit-content;">PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing</div>	<u>Coding and programming</u> Digitally create codes using 2Code on Purple Mash linked to animals or weather/seasonal changes.	<u>Coding and programming</u> Use 2Go on Purple Mash to create codes and programs, observing the different physical and human features. Make links with coordinates in maths.	<u>Digital content</u> Research George Stephenson. Create and organise information about him in a fact file. Manipulate and retrieve digital content after saving it.



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Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
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Computing Curriculum Overview - Lower Key Stage Two

<p>Year 3 Computing</p>	<p><u>Digital devices and content</u> Collect, analyse, evaluate and present data using branching databases.</p>	<p><u>Digital devices and content</u> Research information about the Stone Age. Create a document using this research. Retrieve this digital content when adding/editing information.</p> <p>Online Safety Week</p> <p>British Values Link</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p>Use Purple Mash to link with topic work - Ancient Greece and Olympics.</p> <p>Safer Internet Day</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p><u>Coding and programming</u> Use 2Code on Purple Mash to create codes and programs. Design, write and debug programs made, using logical reasoning to explain how their program works.</p>	<p><u>Communication</u> Use computer networks to communicate via e-mail. Use technology safely, respectfully and responsibly, recognising what acceptable and unacceptable behaviour is.</p>	<p>Online Safety</p> <p>British Values Link</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>
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PSHE - Physical Health and Well-Being Link - Internet Safety and Harms Year 3 and Year 4
That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

PSHE - Physical Health and Well-Being Link - Mental Well-Being
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 4 Computing	<p><u>Digital devices and content</u> Research information about the Romans. Create a document using this research. Retrieve this digital content when adding/editing information.</p>	<p><u>Communication</u> Use computer networks to communicate via blogging. Use technology safely, respectfully and responsibly, recognising what acceptable and unacceptable use of technology is.</p> <p>British Values Link</p> <p>Online Safety Week</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p><u>Digital devices and content</u> Collect, analyse, evaluate and present data linked to Disasters topic.</p> <p>Safeguarding</p> <p>Carer Internet Day</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p><u>Coding and programming</u> Use 2Code on Purple Mash to create codes and programs. Design, write and debug programs made, using logical reasoning to explain how their program works.</p>	<p>Use Purple Mash to link with topic work - Anglo Saxons and Vikings.</p>	<p>Online Safety</p> <p>British Values Link</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>

PSHE - Physical Health and Well-Being Link - Internet Safety and Harms Year 3 and Year 4
 That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

PSHE - Physical Health and Well-Being Link - Mental Well-Being
 That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Computing Curriculum Overview - Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 5 Computing	<p><u>Communication</u> Use computer networks to communicate via e-mail. Use technology safely, respectfully and responsibly, recognising what acceptable and unacceptable behaviour is.</p>	<p><u>Coding and programming</u> Use 2Code on Purple Mash to create codes and programs. Design, write and debug programs made, using logical reasoning to explain how their program works.</p> <p>British Values Link</p> <p>Safeguarding</p> <p>PSEH Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p><u>Digital devices and content</u> Research information about rainforests. Create a document using this research. Retrieve this digital content when adding/editing information.</p> <p>Safeguarding + Day</p> <p>PSEH Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p>Online Safety</p> <p>British Values Link</p> <p>Safeguarding</p> <p>PSEH Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p><u>Digital devices and content</u> Collect, analyse, evaluate and present data using spreadsheets, linked to Victorians topic.</p>	<p>Use Purple Mash to link with topic work - Victorians.</p>

PSEH Physical Health and Well-Being Link - Internet Safety and Harms Year 5 and Year 6

That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.

PSEH Physical Health and Well-Being Link - Mental Well-Being

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

Computing Curriculum Overview - Upper Key Stage Two

Year group Subject	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Year 6 Computing	<p><u>Digital devices and content</u> Research information about rivers / outdoor adventures (Dukeshouse Wood). Create a document using this research. Retrieve this digital content when adding/editing information.</p>	<p><u>Coding and programming</u> Use 2Code on Purple Mash to create codes and programs. Design, write and debug programs made, using logical their</p> <p>British Values Link</p> <p>Safeguarding Week</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p>Use Purple Mash to link WWII.</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p>British Values Link</p> <p>Safeguarding</p> <p>PSHE Link - Online Relationships, Relationships Education- Physical Health and Well-Being - Mental Wellbeing & Internet Safety and Harms</p>	<p><u>Digital devices and content</u> Collect, analyse, evaluate and present data using spreadsheets, linked to careers topic.</p>	<p><u>Communication</u> Use computer networks to communicate via blogging. Use technology safely, respectfully and responsibly, recognising what acceptable and unacceptable behaviour is. Link with transition to secondary school - keeping in touch with friends.</p>

PSHE - Physical Health and Well-Being Link - Internet Safety and Harms Year 5 and Year 6

That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.

PSHE - Physical Health and Well-Being Link - Mental Well-Being

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).