

Whole School Curriculum Map 2025-26

		Aut 1	Aut2	Sp1	Sp2	Su1	Su2	Diversity and Cultural Capital	Links to subjects
Computing	N	To explore digital tools (cameras, simple apps).		To explore digital tools (cameras, simple apps).			To explore digital tools (cameras, simple apps).	Online safety workshops for children/parents. Safer Internet Day	
	R	<p>Know how to operate a technological device e.g. camera, CD player.</p> <p>Know that a computer/CD player/ Camera/tablet can be given instructions e.g. when I click on X then Y will happen.</p> <p>Use a simple computer programme to play a game (Children learn to use a variety of interactive games on the whiteboard by clicking and dragging or selecting the correct number)</p> <p>Know that there are rules that help keep us safe and healthy in and beyond the home when using technology.</p>	<p>Understand how they might use technology to communicate with people I know (e.g. phone/facetime)</p> <p>Understand what is meant by 'personal information'.</p> <p>Identify some simple examples of personal information e.g. name, address and birthday.</p> <p>Take photos of their work using the class camera.</p> <p>Use a simple computer programme to play a game (Children learn to use a variety of interactive games on the whiteboard by clicking and dragging or selecting the correct number)</p>	<p>Understand that 'online' refers to use of technology on the internet.</p> <p>Recognise the people they can trust and can share personal information with e.g. parent, teacher</p> <p>SAFER INTERNET DAY ASSEMBLY & DISCUSSION 2025</p> <p>Know that there are ways to use technology to find out information.</p>	<p>Take a photo of their own work (turn on camera and press button to take photo)</p> <p>Use a mouse/touch screen to drag or move objects in order to play a game</p> <p>Begin to verbally compose a set of basic instructions to move a device e.g. beebot.</p>	<p>Recognise that they can say 'no'/'please stop'/'I'll tell' to somebody who asks me to do something that makes me feel sad, embarrassed or upset in real life or online</p> <p>Recognise/describe some ways that some people can be unkind online and recognise how this makes others feel.</p> <p>Give simple instructions to a computer or electronic device to make it work e.g. click the mouse to move something on the screen.</p> <p>Select and use a range of technology including online games, digital toys and devices</p>	<p>Know that work they create belongs to them.</p> <p>Name their work so that others know it belongs to them.</p> <p>Give simple instructions to a computer or electronic device to make it work e.g. click the mouse to move something on the screen.</p> <p>Select and use a range of technology including online games, digital toys and devices</p>	<p>Online safety workshops for children/parents.</p> <p>Safer Internet Day</p> <p>Online safety workshops for children/parents.</p> <p>Safer Internet Day</p>	<p>Maths</p> <p>Writing</p> <p>(online games to support understanding and learning)</p>

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	<p>Y1</p>	<p>Recognise that there are rules that keep us safe when we are using technology both in school and at home. To give examples of rules for using technology safely.</p> <p>To recognise that there may be people online who could make them feel sad/embarrassed/worried.</p> <p>To understand the importance of telling a trusted adult if they come across something that makes them sad/uncomfortable online.</p> <p>Identify trusted adults in home and school and how and when I can speak to them about my concerns.</p>	<p>To begin to use a child friendly search engine to find out information from the internet.</p> <p>To use a keyword search to find information on the internet.</p> <p>To use digital tools to create a piece of artwork</p> <p>To save my own work by giving it a suitable name e.g. file, save as....</p>	<p>Identify types of personal information and explain which bits of information can be shared online.</p> <p>Recognise and explain examples of information which is personal to me</p> <p>Recognise that information which is shared online can stay online and could be copied Describe what information should not be shared online without asking a trusted adult first.</p> <p>Understand that passwords can be used to protect personal information and devices</p> <p>Explain why I should always ask a trusted adult before sharing any information about myself online</p>	<p>Begin to understand what an algorithm is- a set of instructions to control a real or virtual sprite/character within a programme.</p> <p>Apply a simple keyword search to help me find information relevant to a topic</p> <p>Log on to a tablet/computer using a given login</p> <p>Begin to create a simple algorithm by selecting coding blocks to give instructions to an online character</p> <p>Create a simple program using a beebot and beebot direction cards</p>	<p>To understand why it is important to be kind and considerate online</p> <p>To understand how to behave online in ways that do not upset others. Give examples</p>	<p>To begin to recognise the impact of 'code' on a screen character e.g. if I use this code then the character will do X</p> <p>Use simple algorithms to create a short digital game or interactive scene</p> <p>Predict the behaviour of a simple coding programme e.g. if I use this code the character will do X</p>	<p>Online safety workshops for children/parents.</p> <p>Safer Internet Day</p> <p>Keyword searches to support learning about other cultures or countries.</p> <p>Link digital behaviour to respect for differences</p> <p>use paint to create art from other cultures e.g. aboriginal</p> <p>Embed cultural contexts into programming challenges e.g. beebot maps featuring world map, different landscape or a multicultural town</p> <p>Explore the idea of technology and internet use around the world Explore the fact that no matter where we are in the world, regardless of nationality,</p>	<p>History- create work related to Guy Fawkes topic</p> <p>Geography- keyword searches and google maps</p> <p>PSHE- being a responsible citizen, making safe and healthy choices</p>
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								race, gender etc we all have the same sort of personal information	
Y2	<p>Understand and explain the school SMART rules</p> <p>Understand that some things on the internet may not be true and begin to recognise which websites might be child friendly.</p> <p>Understand that other people's identities online can be different to their identities in real life.</p> <p>Understand and follow rules for keeping personal information safe online, including using simple passwords</p> <p>Give examples of issues online that might make me feel sad or worried</p> <p>Know who to talk to if someone has made a mistake by putting something online</p> <p>Recognise types of bullying behaviour and how it might look online</p> <p>Understand how bullying can make someone feel</p> <p>Recognise and explain how someone can get help if they are being bullied online</p>	<p>Know that when a computer does something it is following instructions called 'code'</p> <p>Understand that algorithms are implemented on programs on digital devices</p> <p>Analyse the differences between real and made up information on the internet</p> <p>Identify where to go for help when I have concerns about content I find online</p> <p>Identify ways in which people might make themselves look different online</p> <p>Give simple instructions (code) by selecting buttons/instructions that will make an object move on the screen</p> <p>Use logical reasoning to</p>	<p>Know that information put online about me can last for a long time</p> <p>Understand why other people's work belongs to them (copyright)</p> <p>Recognise that content on the internet may belong to other people</p> <p>Give examples of how they might use technology to communicate with others they don't know well e.g. email</p> <p>Know how to find my saved work on a computer</p> <p>Know how to open and use specific programs</p> <p>Use a key word search to find specific information</p> <p>Navigate around a web page e.g. go back/forwards</p>	<p>Create cross curricular work combining text and graphics (sound where applicable), organising my work in a purposeful way for the audience.</p> <p>Use the internet to communicate with people they don't know e.g. email</p> <p>Write unambiguous code where the blocks/inputs can be used to make multiple characters move around the screen at the same time</p> <p>Debug a simple program</p> <p>Understand that algorithms are implemented</p>	<p>Understand how e-safety rules affect their technology use.</p> <p>Understand how info put online about them can last a long time.</p> <p>Create cross curricular work combining text, graphics and sound, organising my work in a purposeful way. (Use Busythings e.g. English; writing composition; posters or fact files)</p> <p>Retrieve stored content by finding file name.</p> <p>Understand how to retrieve work they have saved.</p>	<p>Write code where different inputs can be used to make the characters move around the screen.</p> <p>Write code to create a simple game where objects move around the screen.</p> <p>Debug a simple program (Espresso Coding/ Scratch)</p>	<p>Online safety workshops for children/parents.</p> <p>Safer Internet Day</p> <p>Program characters in scratch to wear traditional clothing from another country</p> <p>Program characters in scratch to act out a story from another culture</p> <p>Talk about how technology can be used to communicate with people all around the world</p> <p>Use key word searches to explore other countries and cultures</p> <p>Explore virtual tours of museums to support understanding</p>	<p>PSHE- neing a responsible citizen, neing safe and healthy</p> <p>History/geography use key word searches to support topic learning</p>	

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			predict the behaviour of simple programs		as programs on digital devices Understand that programs execute by following precise and unambiguous instructions/algorithms			of other cultures and support topic learning Create a digital poster or presentation about a local landmark or class trip	
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