Computing	<u>Oak pathway</u>				
Curriculum cycle – Year 1 (2024– 2025)	Subject specific curriculum				

	Autumn		Spring		Summer	
Sunflower	I am Special!	We're not scared!	The Egyptians	Nature Detectives	How can I travel?	Splish, splash, splosh into the seas
	What is a computer?	E-safety	Multimedia: EBooks	Data: Counting, sorting	Multimedia: Films, Animation	Programming & Algorithms
Key learning	Understand that you can access content on a digital device	Are aware that some online content is inappropriate	Select media (e.g. images, video, sound) to present	Count 1 or more in a digital resource	Use technology to explore and access digital content	Try alternative approaches to achieve a goal
	Use a mouse, touchscreen or	Are aware that information can be	information on a topic	Recognise content in a range of formats, e.g. text, image, video,	Operate a digital device independently to	Input a short sequence of
	appropriate access device to target and	public or private	Understand that you can edit and change	audio	fulfil a task	instructions to control a device
	select options on screen Recognise and use a	That for most people the internet is an integral part of life	digital content Select tools or	Sort familiar objects into 1 or more categories	Select media (e.g. images, video, sound) to present information on	
	range of digital devices	and has many benefits		Answer basic questions about information	•	known task

		appearance of digital	displayed in images, e.g.	Understand that you	Recognise patterns in
Recognise the basic	About the benefits of	content	more or less	can edit and change	groups of objects
parts of a computer,	rationing time spent			digital content	
e.g. mouse, screen,	online, the risks of	Plan out digital	Can distinguish between		
keyboard	excessive time spent	content	text, image, video and	Select tools or options	
	on electronic devices		audio content	to change the	
Recognise basic parts	•	Present ideas and		appearance of digital	
of a keyboard, e.g.	positive and negative	information by	Collect simple data (e.g.	content	
spacebar, numbers	content online on	combining media	likes/dislikes) on a		
and letters	their own and others'	independently	topic		
	mental and physical				
Understand that you	wellbeing		Can present simple data		
can access the same			using images, e.g.		
content on different	How to consider the		number of animals		
devices	effect of their online				
	actions on others and		Sort familiar objects		
Add text to a	know how to recognise		into 2 given categories		
document using the	and display respectful		with support		
keyboard or	behaviour online and				
appropriate access	the importance of				
device	keeping personal				
	information private				
Understand that					
	Understand why social				
can be stored on a	media, some computer				
digital device, e.g.	games and online				
they ask to view a	gaming, for example,				
photo that has been	are age restricted				
taken on a tablet					
Programming &					
Algorithms					

	Follow simple					
	instructions to control					
	a digital device					
	Understand that we					
	control computers					
	Identify the steps of					
	a known task					
Кеу	Mouse, touchscreen,	E-safety, online, social	Multimedia, Media,	Data, format, text,	Multimedia, digital	Programming,
Vocabulary	Keyboard, spacebar,	media, personal	images, sound, edit,	image, video,	content, film,	algorithms, sequence,
	text, tablet, digital	information, public	tools, digital content	audio, categories	animation, edit, tools,	device,
	device, algorithms	information				
Trips and	Preston Space Centre	Delamere Forest	Warrington Museum		Manchester/Liverpool	
Visits					Airport	
Daffodil	Look at Me!	Winter Wonderland	China	Extreme Earth	Local History - Warrington	Adventures
	What is a	E-safety	Programming &	Multimedia:	Data:	Programming &
	-	/				
	computer?		Algorithms	Sound and Music	Pictograms, Branching Databases	Algorithms
Key	•	Recognise	Algorithms Understand what an	Sound and Music Operate a digital device	Databases	Algorithms Identify and list the
•	•		Understand what an		Databases Identify an object by	-
learning	Recognise and use a	Recognise	Understand what an	Operate a digital device	Databases Identify an object by	Identify and list the
learning	Recognise and use a range of input	Recognise inappropriate content and know to tell an	Understand what an	Operate a digital device independently to fulfil a	Databases Identify an object by asking yes/no	Identify and list the steps of a known task
learning	Recognise and use a range of input devices, e.g. mouse,	Recognise inappropriate content and know to tell an appropriate adult	Understand what an algorithm is Create a simple algorithm	Operate a digital device independently to fulfil a task Choose a digital device	Databases Identify an object by asking yes/no questions Recognise charts,	Identify and list the steps of a known task in order Understand that we
learning	Recognise and use a range of input devices, e.g. mouse, keyboard, touchscreen	Recognise inappropriate content and know to tell an appropriate adult Can describe what	Understand what an algorithm is Create a simple algorithm Identify and explain	Operate a digital device independently to fulfil a task Choose a digital device from a selection to	Databases Identify an object by asking yes/no questions Recognise charts, tables or branching	Identify and list the steps of a known task in order Understand that we control computers by
learning	Recognise and use a range of input devices, e.g. mouse, keyboard, touchscreen Recognise and use a	Recognise inappropriate content and know to tell an appropriate adult Can describe what makes a good friend	Understand what an algorithm is Create a simple algorithm Identify and explain patterns in groups of	Operate a digital device independently to fulfil a task Choose a digital device from a selection to complete a specific	Databases Identify an object by asking yes/no questions Recognise charts, tables or branching databases and	Identify and list the steps of a known task in order Understand that we control computers by giving them
learning	Recognise and use a range of input devices, e.g. mouse, keyboard, touchscreen	Recognise inappropriate content and know to tell an appropriate adult Can describe what makes a good friend	Understand what an algorithm is Create a simple algorithm Identify and explain	Operate a digital device independently to fulfil a task Choose a digital device from a selection to	Databases Identify an object by asking yes/no questions Recognise charts, tables or branching databases and	Identify and list the steps of a known task in order Understand that we control computers by

speakers,	Understand that you	Debug an error in a	Present information	Explain information	Create a simple
monitor/screen	can share digital	simple algorithm or	using appropriate	shown in a simple chart,	program e.g. to
Recognise that a	content online	program e.g. for a floor robot	software with support	pictogram, infographic or database	control a floor robot
range of devices	Understand what		Understand that you can		Understand what an
contain computers,	personal information		edit and change digital	Use specific software	algorithm is
e.g. washing machine,	is and the need to		content	to create simple	5
car, laptop	keep it private			charts	Create a simple
			Select tools or options		algorithm .
Understand that the	Understand that for		to change the	Collect data on a topic	5
Internet is made up	most people the		appearance of digital		Identify and explain
of computers from all	internet is an integral		content		patterns in groups of
around the world	part of life and has			Present data in a	objects
connected together	many benefits		Talk about what makes	pictogram	
_			digital content good or	independently	Debug an error in a
Understand that you	Understand about the		bad		simple algorithm or
can use a search	benefits of rationing			Identify an object	program e.g. for a
engine to find	time spent online, the			using a branching	floor robot
information using	risks of excessive			database	
keyword searches	time spent on				
	electronic devices and	1			
Multimedia:	the impact of positive				
Photographs, Text	and negative content				
	online on their own				
Select basic options ir	and others' mental				
a familiar application,	and physical wellbeing				
e.g. colour of pen	How to consider the				
Choose a digital	effect of their online				
device from a	actions on others and				
selection to complete	know how to recognise	2			
a specific task	and display respectful				
	behaviour online and				

Present i	nformation	the importance of		
using app		, keeping personal		
software	•	information private		
support		·		
		Understand why social		
Select me	edia (e.g.	, media, some computer		
		games and online		
to presen		gaming, for example,		
informati		are age restricted		
Understa	nd that you	Know that the		
can edit c	and change	internet can also be a		
digital co	ntent	negative place where		
		online abuse, trolling,		
Select to	ols or	bullying and		
options to	o change the	harassment can take		
appearan	ce of digital	place, which can have		
content		a negative impact on		
		mental health.		
Edit digit	al content to			
achieve a	particular	How to be a		
effect or	improve it	discerning consumer		
		of information,		
Talk abou	ıt what	including that from		
makes di <u>c</u>	gital content	search engines is		
good or b	ad.	ranked, selected and		
		targeted		
		• Know where		
		and how to report		
		concerns and get		
		support with issues		
		online		

Key Vocabulary	monitor/screen printer, tablet, devices, search engine, keyword	Digital content, personal/private information, electronic device, social media, age restriction, online abuse, trolling, search engine	Programming, algorithms, sequence, device, debug, error	Multimedia, digital device, software, edit and change, tools, digital content		Programming, algorithms, sequence, device, debug, error
Trips and	Preston Space			Museum of Science and		
Visits	Centre, Woolston			Industry		
	Sensory Centre					
Rabbit	Key Skills	E-safety	Data	Multimedia: Photos;	E-safety	Multimedia: Art;
				Sound & Music; eBooks		Working with text
Key	Get quicker at typing	Understand that you	Identify an object by	Select media (e.g.	Understand that digital	Select media (e.g.
Learning	with both hands.	can share digital	asking yes/no	images, video, sound) to	content belongs to the	images, video, sound)
		content online	questions	present information on a	person who first	to present
	Use a variety of font			topic	created it	information on a
	sizes, styles and	Understand what	Recognise charts,			topic
	colours.	personal information	tables or branching	Understand that you can	Save and reuse digital	
		is and the need to	databases and	edit and change digital	content found online	Understand that you
	Align text left, right	keep it private	understand why we	content		can edit and change
	and centre.		use them		Understand what makes	digital content
		Understand the need		Select tools or options	a good online friend and	
	Create a title slide	for safe and	Explain information	to change the	the need to be kind and	Select tools or
	and choose a style.	responsible use of	shown in a simple			options to change the

Change the layout of a	information,	chart, pictogram,	appearance of digital	thoughtful online as in	appearance of digital
slide.	communication	infographic or	content	the real world	content
	technology (including	database		Understand that	Plan out digital
Insert a	safe management of		Plan out digital content	spending a long time in	content
picture/text/graph	own and others'	Use specific software		front of a computer	
from the Internet or	personal data	to create simple	Present ideas and	screen can be	Present ideas and
personal files.	including images)	charts	information by	unhealthy	information by
			combining media		combining media
Decide upon and use	Know who to tell if	Collect data on a topic	independently	Understand that when	independently
effective transitions.	concerned about	(eye colour, pets		we share content	
	content or contact	etc.)	Edit digital content to	online, we might not be	3
Know where to save	online		achieve a particular	able to delete it	to achieve a
and open work		Present data in a	effect or improve it		particular effect or
	What to do and where	pictogram		How information and	improve it
Algorithms &		independently	Talk about what makes	data is generated,	
Programming	report material or		digital content good or	collected, shared and	Talk about what
	manage issues online	Identify an object	bad	used online.	makes digital content
Understand what an		using a branching			good or bad
algorithm is		database		Know that not all	
	use passwords			information found	
Create a simple		Create a branching		online is true	
algorithm		database using pre-			
		prepared images and		Understand that the	
Identify and explain		questions		digital content we make	
patterns in groups of	anyone			belongs to us and	
objects		Recognise an error in		others need to ask	
	'	a branching database.		permission to use it.	
Debug an error in a	add to an acceptable				
simple algorithm or	use policy for the	Find out similar		The impact of viewing	
program e.g. for a		information in		harmful content	
floor robot		different formats,			
		e.g. text, video, audio			

Predict the outcome		Algorithms &
of a simple algorithm	Explain how different	Programming
or program	formats communicate	Understand that
	information and their	computers have no
	benefits	intelligence and we
		have to program them
	Independently plan	to do things
	out and create a	
	branching database	Understand that the
		order of instructions in
	Evaluate a given	an algorithm is
	branching database	important
	and suggest	
	improvements	Understand that
		instructions in an
	Understand that the	algorithm need to be
	questions you ask are	clear and unambiguous
	important, when	
	collecting data	Evaluate the success of
		an algorithm or
		program
		Identify and correct
		errors in a given
		algorithm or program
		(debugging)
		Use the language if
		then to describe the
		relationship between
		two actions.

		Digital content, personal/private data/information, age restriction, password,	Data, pictograms, branching databases, software, formats- text, video, audio	multimedia,-image, video sound, digital device, software, edit and change, tools, digital content	Digital content, save, reuse, harmful content, programming, algorithms, sequence, device, debugging	edit and change, tools, digital content
Trips and Visits						ITV studios
Badger	Key Skills	E-safety	Data	Multimedia: Photos; Sound & Music; eBooks	E-safety	Multimedia: Art; Working with text
Key Learning	Get quicker at typing with both hands. Use a variety of font sizes, styles and colours.		Identify an object by asking yes/no questions Recognise charts, tables or branching	images, video, sound) to present information on a	person who first created it	Select media (e.g. images, video, sound) to present information on a topic
	Align text left, right and centre.	is and the need to keep it private Understand the need	databases and understand why we use them	content	content found online Understand what makes a good online friend and	5
	Create a title slide and choose a style.		Explain information shown in a simple chart, pictogram,	appearance of digital	5	Select tools or options to change the appearance of digital
	Change the layout of a slide.	communication technology (including safe management of own and others'	infographic or database	5		content Plan out digital content

Insert a	personal data	Use specific software	Present ideas and	screen can be	
picture/text/graph	including images)	to create simple	information by	unhealthy	Present ideas and
from the Internet or		chart <i>s</i>	combining media		information by
personal files.	Know who to tell if		independently	Understand that when	combining media
	concerned about	Collect data on a topic		we share content	independently
Decide upon and use	content or contact	(eye colour, pets	Edit digital content to	online, we might not be	
effective transitions.	online	etc.)	achieve a particular	able to delete it	Edit digital conte
			effect or improve it		to achieve a
Know where to save	What to do and where	Present data in a		How information and	particular effect
and open work	to get support to	pictogram	Talk about what makes	data is generated,	improve it
	report material or	independently	digital content good or	collected, shared and	Talk about what
Algorithms &	manage issues online		bad	used online.	makes digital cont
Programming		Identify an object		Know that not all	good or bad
	Understand why we	using a branching		information found	
Understand what an	use passwords	database		online is true	
algorithm is					
	Can remember a	Create a branching		Understand that the	
Create a simple	simple password and	database using pre-		digital content we make	
algorithm	know not to tell	prepared images and		belongs to us and	
	anyone	questions		others need to ask	
Identify and explain		Recognise an error in		permission to use it.	
patterns in groups of	Can identify rules to	a branching database.			
objects	add to an acceptable			The impact of viewing	
	use policy for the	Find out similar		harmful content	
Debug an error in a	class	information in			
simple algorithm or		different formats,		Algorithms &	
program e.g. for a		e.g. text, video, audio		Programming	
floor robot					
		Explain how different		Understand that	
Predict the outcome		formats communicate		computers have no	
of a simple algorithm		information and their		intelligence and we	
or program		benefits			

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					must program them to	
			Independently plan		do things	
			out and create a			
			branching database		Understand that the	
					order of instructions in	
			Evaluate a given		an algorithm is	
			branching database		important	
			and suggest			
			improvements		Understand that	
			•		instructions in an	
			Understand that the		algorithm need to be	
			questions you ask are		clear and unambiguous	
			important, when		Evaluate the success of	
			collecting data		an algorithm or	
					program	
					program	
					Identify and correct	
					errors in each	
					algorithm or program	
					(debugging)	
					(debugging)	
					Use the language if	
					then to describe the	
					relationship between	
16	144 - L				two actions.	
Кеу	Word processing,	Digital content,	Data, pictograms,	Multimedia,- sound,	Programming,	Multimedia-images,
Vocabulary	font, align, text, slide,	•	branching databases,	music and eBooks,	algorithms,	sound, video, digital
		data/information, age		digital device, software,		device, software,
	transitions, save work,	restriction, password,	text, video, audio	edit and change, tools,		edit and change,
	open work,			digital content		tools, digital content
	programming,					

	algorithms, sequence, device, debug, error					
Trips and Visits				ODEON		
Fox	E-safety	E-safety	Multimedia: Sound & Music; Presentation	Data	Multimedia: Photos; Animation; Working with Text	Algorithms & Programming
Key Learning	Can identify rules to add to an acceptable use policy for the class	Understand what personal information is and the need to keep it private	Operate a digital device independently to fulfil a task Choose a digital	asking yes/no questions Recognise charts, tables	e.g. colour of pen	Understand what an algorithm is Create a simple algorithm
	Know who to tell if concerned about content or contact online	online	device from a selection to complete a specific task	and understand why we use them Explain information	from a selection to complete a specific task	Identify and explain patterns in groups of objects
	Key skills	Understand why we use passwords Can remember a simple password and	using appropriate software with support Understand that you	pictogram, infographic or database Use specific software to create simple charts	using appropriate software with support Select media (e.g. images, video, sound) to	Debug an error in a simple algorithm or program e.g. for a floor robot
	Use spacebar, backspace, delete, arrow keys, return	know not to tell anyone Understand that	can edit and change digital content Select tools or	Collect data on a topic (eye colour, pets etc.)	Understand that you	Identify and list the steps of a known task in order
	Start to use two hands when typing.	spending a long time in front of a computer screen can be unhealthy		pictogram independently		Understand that we control computers by giving them
	Word process short texts to present.			Identify an object using a branching database	to change the	instructions

	Autum	n Term	Sprir	ng Term	Summer	Term
Woodpecke	ſ					
Trips and Visits			ODEON			
	· · · ·	personal/private information, password	software, edit, digital content, tools	branching databases, infographics, software,	photographs, animation, text, basic option, digital device, software, media, edit and change, tools, digital content	algorithms, sequence, device, debug, error
	•	be able to delete it Know that not all information found online is true Digital content,		Data, pictograms,	Multimedia-	algorithm Identify and explain patterns in groups of objects Debug an error in a simple algorithm or program e.g. for a floor robot programming,
		Understand that when we share content online, we might not	Talk about what makes digital content good or bad		appearance of digital content	Create a simple program e.g. to control a floor robot

	Improving Productivity Using IT Using ICT: Safe Working Practices		Desktop Publishing Software		Online Basics	
	Entry Level 3	TLM IT User Skills Entry Level 3 English Presentations	Asdan PDP: Module 9 Science and Technology Social Media	TLM IT User Skills Entry Level 3 English Presentations	Asdan PDP: Module 9 Science and Technology Social Media	Asdan PSD: Using Technology in the Home and Centre Entry Level 3 See attached
Covered Autumn 1, 2 + Spring 2	Unit		Content		Assessment/Evidence	
	Mandatory Unit 1 (3 Improving Productivity	y Using IT	 Plan the use of appropriate IT systems and software to meet requirements I can identify the purpose for using IT. I can plan how to carry out the task using IT. I can select appropriate IT systems and software applications. I can identify the main legal and other constraints affecting the use of the IT syster and software. Use IT systems and software to complete planned tasks I can use preset routines to improve productivity. I can use IT to complete planned tasks. 			

			3. Review the selectionsystems and software 3.1 I can review the out completed task. 3.2 I can identify the state	for tasks tcomes of the trengths and		
			weaknesses of the IT s used for the task. 3.3 I can identify ways outcomes of the comple	to improve the		
	Unit 10 (2 credits) Presentation software	2	Produce PowerPoint for listening assessment. Li Component 1 content.	- 5 1 5	Final PowerPoint	
Key Vocabulary	Safe working practice	e, desktop publishing s	software, Information	technology systems, Po	werPoint,	
Trips and Visits	Coding with robot work Liverpool World Museu		scape hunt in Liverpool,	Immersive Gamebox Mo	nchester, Treetop Golf (Manchester,
Hawk						
Covered Autumn 1, 2 + Spring 2		n Term	Spring	g Term	Summer	Term
TLM IT User Skills: Entry Level	Improving Productivity Using IT Using ICT: Safe Working Practices			Publishing tware	Online E	Basics
2 Award	TLM IT User Skills Entry Level 2	TLM IT User Skills Entry Level 2	Asdan PDP: Module 9 Science and Technology	Entry Level 2	Asdan PDP: Module 9 Science and Technology	Asdan PSD: Using Technology in the Home and Centre
	English Presentations	Social Media	Social Media	English Presentations	Social Media	Entry Level 2

Unit	Content	Assessment/Evidence
Mandatory Unit 1 (2 credits) Improving Productivity Using IT	 Plan the use of IT to meet requirements I can identify the advantages of using IT for the task. I can plan how to complete the task using appropriate IT systems and software. I can identify any safety and security issues affecting the use of IT for the task. Use IT systems to complete planned tasks I can use an IT system to complete planned tasks following identified safe practices. I can check that the outcome meets requirements. I can identify ways to improve the use of IT for the task. 	To link to PowerPoint 'Presentation Software' unit.
Mandatory Unit 5 (1 credits) Using ICT: Safe Working Practices	PowerPoint linked to this. Pupil PowerPoint to input responses.	Pupil PowerPoint with responses.
Unit 12 (2 credits) Presentation Software	Produce PowerPoint for English speaking and listening assessment. Link this to English Component 1 content.	Final PowerPoint
Unit 29 (2 credits) Understand social media	 Know about social media platforms. 1.1 Identify examples of a social media platform. 1.2 Identify what a social media platform does. 1.3 Identify a benefit for social media. 1.4 Identify a disadvantage of social media. 	1.1 Mindmap 1.2/1.5 Q&A Worksheet 1.3/1.4: Worksheet or poster

1.5 Identify how personal safety is important	
when using social media	

Covered in Asdan PDP: Module 9 Science and Technology Spring 1 and Summer 1 + 2					
Challenge	Content	Assessment/Evidence			
9A4: Analyse results from a survey. Carry out a survey and enter the data into a spreadsheet that you have created. Using your spreadsheet, analyse your results. Describe your findings and produce a bar chart, pie chart or graph to illustrate the results of your survey.	 Discuss introduction to social media & initial assessment of pupil knowledge and understanding. Design a survey to ask people which social media platforms they use. Create a spreadsheet to display results and create charts from this. Print final results of survey. Analyse - which is the most popular platform, which is the least popular platform. This could be split into age groups to extend this activity. 				
9A7: Create a guide on using social media safely. Find out how you can keep yourself safe when using social networks (e.g. X, Instagram, TikTok, Snapchat, Facebook). Create a guide for others.	 Discussion about using social media safely. Produce a list of 'top tips for using social media safely'. Using an appropriate application (publisher/canvas) produce a guide on using social media safely. 	 Initial worksheets - e.g. ten top tips/online safety learning. Final print out of social media guide. 			

OR		
Find out how social networking can both help and harm a person's career. Present your '10 <u>Tips on using Social Networking Wisely'.</u> 9A8: Produce a leaflet or Poster on Cyberbullying . What is cyberbullying? Produce a leaflet or	 Discussion about Cyberbullying - what this is, how you can stay safe, what to do if this happens and how to report it. Using an appropriate application (publisher/canva) 	 Photos of group discussion/initial worksheets. Final print out of
poster that tells young people how to deal with it and where to go for help.	produce a leaflet or poster on cyberbullying.	leaflet or poster.
 9A9: Use design software to produce something. Use design software to produce one of the following: An album cover Poster for an event Newsletter Graphics for social media Other 	 Suggestions: A Film Poster linked to Dystopia/English topic. Newsletter about an activity that has taken place in school/class. Poster to advertise the Bungalow. 	• Print out of piece of work relevant to challenge.
	*t, social media, social networks, cyberbullying, design software formation technology systems, PowerPoint,	e, Safe working practice,
	iverpool, Runway Visitor Centre at Manchester Airport, Conw	ay Centres Burwardsl