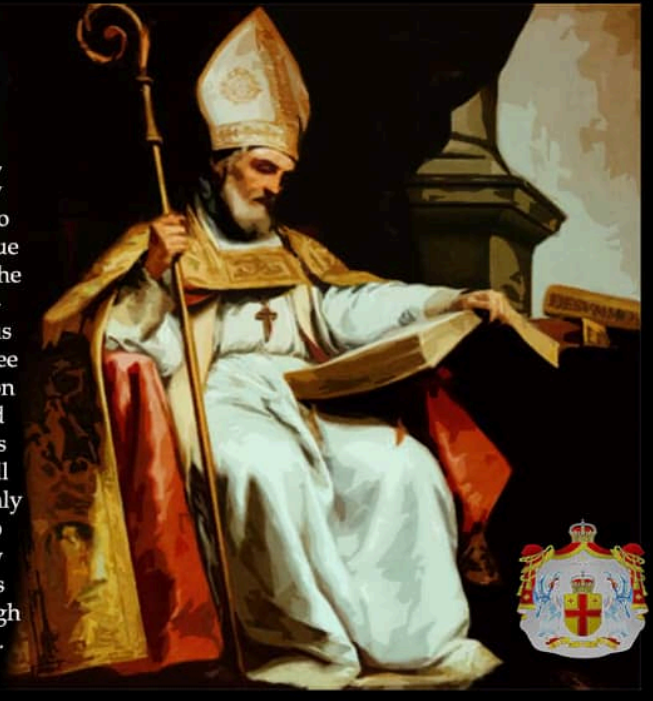# Curriculum Map: Computing

Intent Statement

At St Nicholas Catholic Primary School, it is our intent to deliver a broad and balanced computing curriculum that is ambitious, challenging and engaging. We aim to prepare our learners, including those who are disadvantaged and pupils with SEND, for future learning and employment by giving them the opportunities to cumulatively gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Patron Saint of the internet is St. Isidore of Seville.

John Paul II named St. Isidore of Seville the patron on the internet, which is interesting because St. Isidore was bishop of Seville in 600 AD a few years before the internet came to be. As bishop he created a school that became a model for early universities.

Prayer to say to Patron Saint Isidore of Seville before logging on to the Internet

Almighty and eternal God, who hast created us in Thy image and hast bidden us to seek after all that is good, true and beautiful, especially in the divine person of Thy only-begotten Son, our Lord Jesus Christ, grant we beseech Thee that, through the intercession of Saint Isidore, bishop and doctor, during our journeys through the internet we will direct our hands and eyes only to that which is pleasing to Thee and treat with charity and patience all those souls whom we encounter. Through Jesus Christ our Lord. Amen.

Computing Links to Catholic Social Teachings:

Participation

At St. Nicholas, we value everyone's right to be involved and engaged. In computing education, this means encouraging all students, regardless of their skill level, background, or resources, to participate in learning activities. We create inclusive learning environments where every student feels comfortable exploring technology. Coding clubs, collaborative projects, and accessible resources allow everyone to participate fully, fostering a sense of belonging and the chance to contribute ideas.

Sharing Fairly

- Sharing fairly in computing means distributing technology resources, guidance, and support equitably. St. Nicholas promotes fairness by ensuring that every classroom has access to necessary technology, that all students receive equal time with devices, and that learning tools are provided to support diverse needs. When resources are shared fairly, students understand the importance of equity and how technology can be used to make learning inclusive for everyone.

Preferential Option for the Poor

- This principle calls us to support those who have the least access to resources. In schools, it means providing equal computing opportunities for all students, especially those who may not have access to technology at home. By ensuring that devices, software, and internet access are available to everyone, we help bridge the digital divide, so that all students have the tools they need to learn and succeed.

Implementation

At St Nicholas Catholic Primary School, we develop our learner's knowledge and skills through the Teach Computing Scheme (shown below) and use Project Evolve to develop children's understanding of how to keep safe online. Keeping safe online is crucial part of our curriculum and covers the following aims:

Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying
Managing Online Information	Health, Well-being and Lifestyle	Privacy and Security	Copyright and Ownership
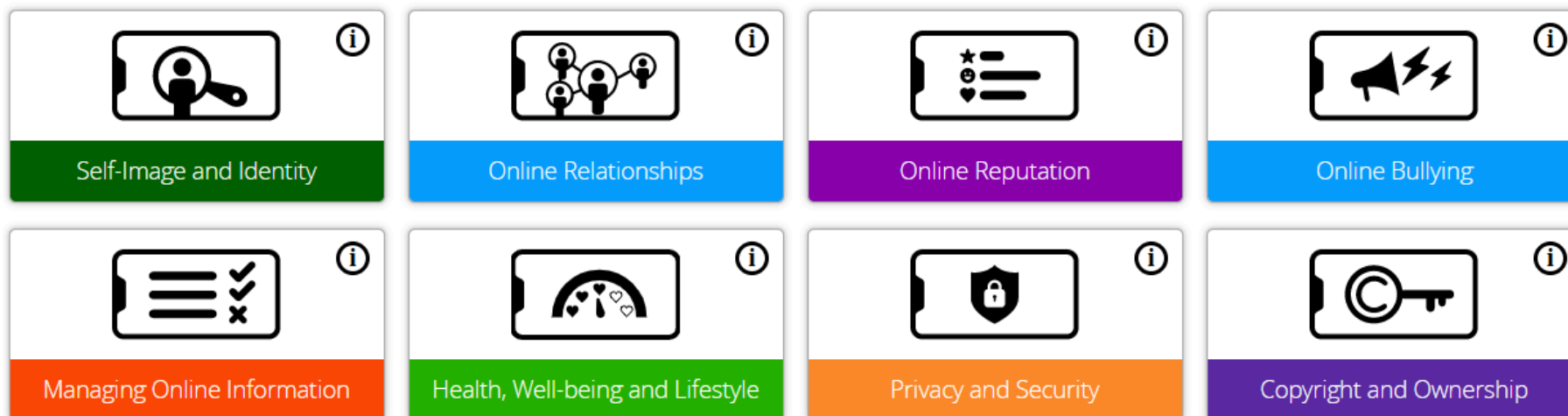
Reception

In the EYFS computing is not taught as a stand-alone subject as just like pens and pencils it should just form part of the overall education in EYFS. Using cameras, Sound/ voice recorders, Ipads, computers and programs on the IWB should encourage children to be aware that technology is part of the world they live in. Screen-based technology is used in more active, creative, and collaborative ways that encourage communication. Children work together to tell a story or recount an event using the interactive whiteboard software or an ipad. These tools allow children to combine text, sounds and images in their own ways to express their ideas. Cameras can allow children to create an image of a moment and to express an idea long before they can read or write. Sound recording devices are used to capture ideas or concepts.

Overview of Unit of Teach Computing Scheme with CST links

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Teach Comp Year 1	Computing systems and networks- Technology	Creating media- Digital painting	Creating media- Digital writing	Data and information- Grouping data	Programming A- Moving a robot	Programming B- Introduction to animation

CST						
	Caring for God's gifts **Stewardship** How can we take care of devices and use them responsibly?	Being peacemakers **Promoting peace** Choose a piece of work you have created and tell me about how it makes you feel?	Everyone should have a say **Subsidiarity** In your opinion; what do you think you did well with your digital writing?	Thinking of everyone **The Common Good** How can we make sure our data collection is for everyone?	Showing we care **Solidarity** What was your shared goal for moving the robot?	Everyone is special **Human Dignity** How can we respect each other's work?
Year 2	Computing systems and networks- IT around us	Creating media- Digit photography	Creating media- Making music	Data and information- Pictograms	Programming A- Robot algorithms	Programming B- An introduction to quizzes
CST						
	Caring for God's gifts **Stewardship** How can we take care of devices inside and outside of school?	Being peacemakers **Promoting peace** Photographs can tell a story about peace, friendship, or overcoming challenges. What feelings have you expressed through your pictures?	Everyone should have a say **Subsidiarity** In your opinion; what do you think you did well with your music? What could be better?	Thinking of everyone **The Common Good** Which *attributes* link to the common good?	Showing we care **Solidarity** Why did it help working collaboratively on your robot algorithm?	Everyone is special **Human Dignity** How can we make sure computing is fair?
Year 3	Computing systems and networks- Connecting computers	Creating media- Animation	Creating media- Desktop publishing	Data and information- Branching databases	Programming A- Sequence in music	Programming B- Events and actions

CST						
CST	Caring for God's gifts **Stewardship** How can we treat technology as a resource that should be respected?	Being peacemakers **Promoting peace** Can you think of an event in your animation which promoted peace?	Everyone should have a say **Subsidiarity** Out of the layouts you have studied, in your opinion, which is the most effective and why?	Thinking of everyone **The Common Good** How can data and information help encourage inclusivity?	Showing we care **Solidarity** Can you share your sequence with a partner and write one thing they did well? (Use subject specific vocab)	Everyone is special **Human Dignity** How can we use computer programming for good?
Year 4	Computing systems and networks- The internet	Creating media- Audio editing	Creating media- Photo editing	Data and information- Data Logging	Programming A- Repetition shapes	Programming B- Repetition in games
CST	Caring for God's gifts **Stewardship** How can we treat technology as a resource that should be maintained?	Being peacemakers **Promoting peace** How can audio be used to spread messages such as 'Be kind' or 'Choose Peace'?	Everyone should have a say **Subsidiarity** What could be the danger with picture editing? Create a list of rules you think should be in place for somebody editing a video.	Thinking of everyone **The Common Good** How can monitoring the environment promote positive outcomes for the local community?	Showing we care **Solidarity** Can you get a partner to write one thing you did well and one thing you could do better? (Use subject specific vocab)	Everyone is special **Human Dignity** Why is it important that everybody gets a chance to explore programming?
Year 5	Computing systems and networks- Sharing information	Creating media- Vector drawing	Creating media- Video editing	Data and information- Fact-file databases	Programming A- Selection in physical computing	Programming B- Selection in quizzes

CST						
CST	Caring for God's gifts **Stewardship** — Mindful Usage: How can we limit screen time or be aware of digital footprints?	Being peacemakers **Promoting peace** — Can you use your knowledge of Vector drawings to create an image of peace?	Everyone should have a say **Subsidiarity** — What could be the danger with video editing? Create a list of rules you think should be in place for somebody editing a video.	Thinking of everyone **The Common Good** — How can data and information help in promoting collaboration?	Showing we care **Solidarity** — How is this Crumble programming accessible to all?	Everyone is special **Human Dignity** — How can you ensure programs respect privacy?
Year 6	Computing systems and networks- Communication	Creating media- 3D modelling	Creating media- Web page creation	Data and information- Spreadsheets	Programming A- Variable in games	Programming B- Sensing
CST	Caring for God's gifts **Stewardship** — Mindful Usage: What are the implications of screen time and/or a poor digital footprint?	Being peacemakers **Promoting peace** — How could a graphic designer use their platform to promote peace?	Everyone should have a say **Subsidiarity** — What are your thoughts on freedom of speech and the internet?	Thinking of everyone **The Common Good** — How can data and information help to address community needs?	Showing we care **Solidarity** — How could you make sure your design is accessible to all despite their ability?	Everyone is special **Human Dignity** — How could you use computer programming to build a positive online community?