



ICT/Computing Our Why?

The aim of ICT and Computing at Abbey School is to allow our students to develop their digital literacy and programming skills through a variety of engaging and thought-provoking methods. Our students will develop their knowledge of E-safety and computational thinking in relation to computing in modern society and the future. Our students will develop their knowledge and skills through the knowledge and skills statements driven by topics every half term that uses the 4 corners of Engage, Develop, Innovate and Express to embed learning

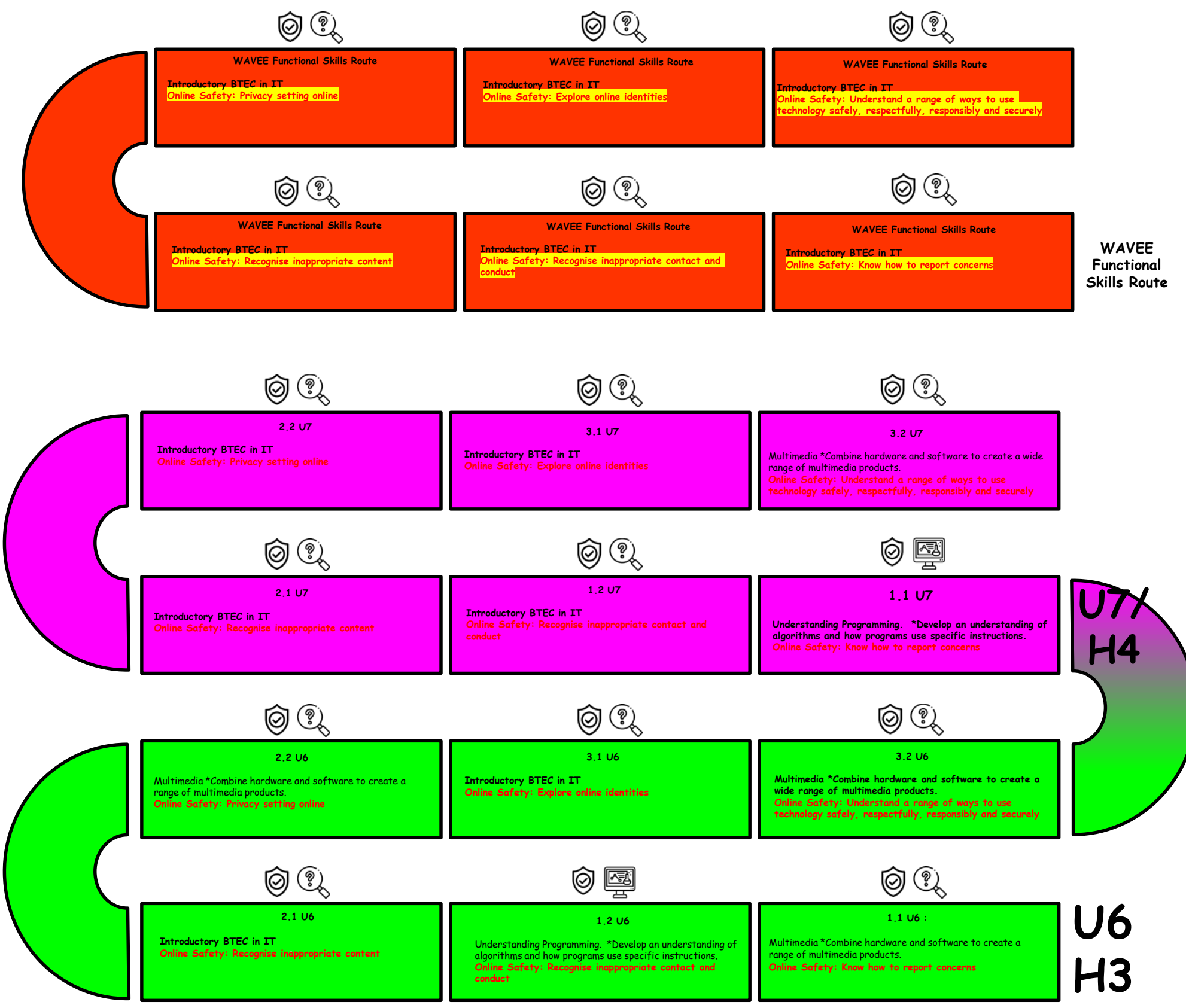
Please note: The Curriculum Map begins with L1 at the bottom of this document

Big Ideas promoted in our ICT/Computing Curriculum



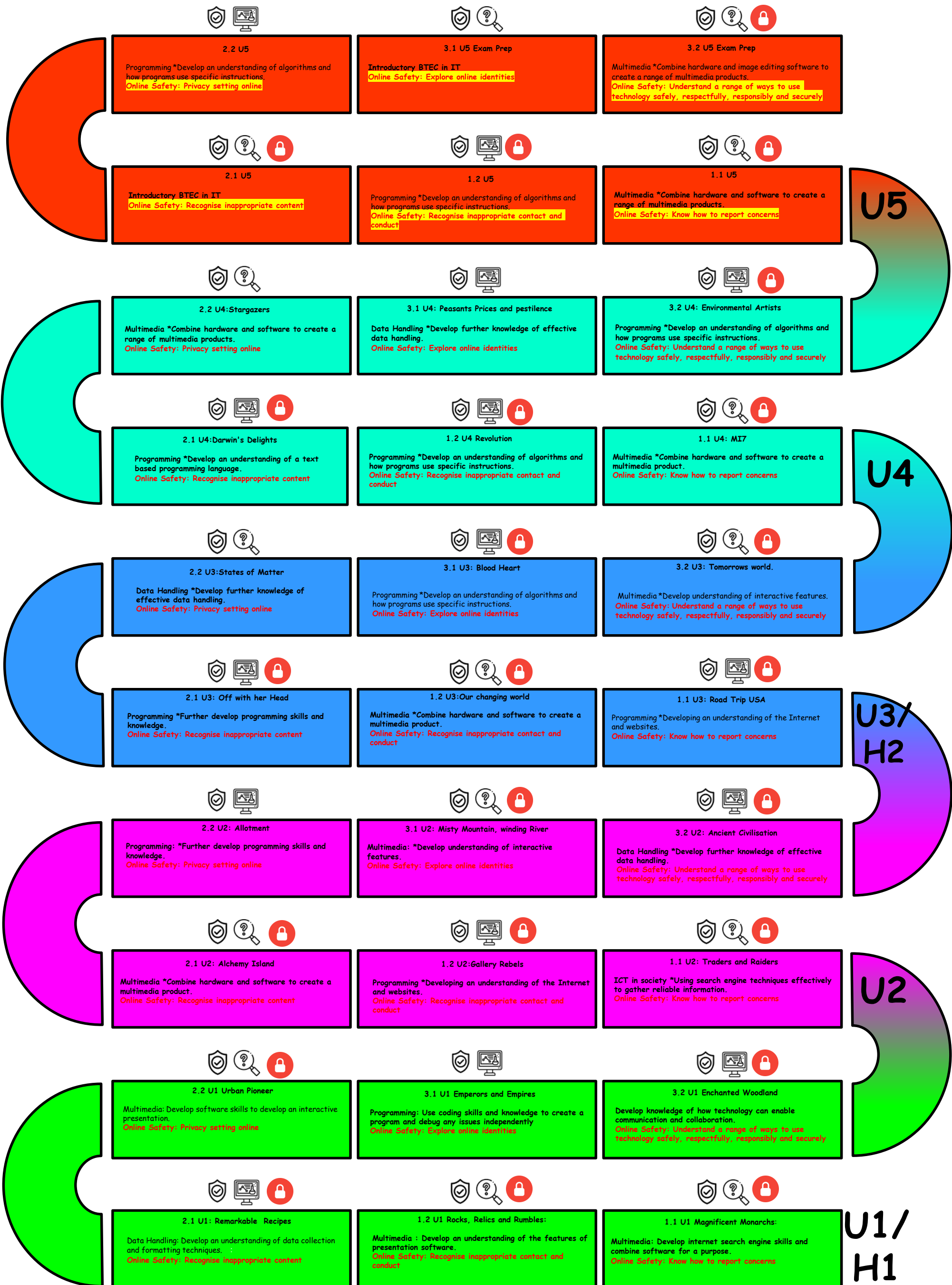
Substantive Concepts of our ICT Computing Curriculum

Safety and Responsibility		Have knowledge on becoming safe, responsible, competent, confident and creative users of information and communication technology
Analyse Problems		Gain knowledge and analyse problems and scenarios in computational terms and have repeated practical experience of writing computer programs, or producing creative products, in order to solve such problems
Computer Science		Gain knowledge and apply the fundamental principals and concepts of Computer Science, including abstraction, logic, algorithms and data representation.
Safeguarding Link		By prioritising safeguarding as a thread throughout the ICT and computing curriculum, this ensures that the skills and knowledge that children require to keep themselves safe is consistently taught.





Curriculum Map Upper School and Horizon Hub





Curriculum Map Lower School



2.2 Rocks, relics and rumbles
 Multimedia: Develop software skills to develop an interactive presentation.
 Online Safety: Recognise inappropriate content

3.1 Predator
 Programming: Use coding skills and knowledge to create a program and debug any issues independently
 Online Safety: Recognise inappropriate contact and conduct

3.2 Urban Pioneer
 ICT in the society: Develop knowledge of how technology can enable communication and collaboration.
 Online Safety: Know how to report concerns

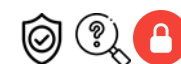


2.1 L6: Eat well cook well
 Multimedia :Effective use of online resources to research information
 Online Safety: Privacy settings online

1.2 L6: Gods and Mortals
 Multimedia: Develop an understanding of the features of presentation software.
 Online Safety: Explore online identities

1.1 L6: Spirit
 Data Handling: Develop an understanding of data collection and formatting techniques
 Online Safety: Online Safety: Understand a range of ways to use technology safely, respectfully and securely

L6

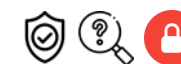


2.2 L5: Wiggle and Crawl
 Data Handling: Develop an understanding of data collection and formatting techniques
 Online Safety: Recognise inappropriate content

3.1 L5: Coastline
 Programming: Use a range of programming devices and software to develop coding skills.
 Online Safety: Recognise inappropriate contact and conduct

3.2 L5: Muck, Mess and Mixtures
 Multimedia: Use of technology to create animations.
 Online Safety: Know how to report concerns

L5



2.1 L5: Towers Tunnels and Turrets Structures
 Data handling: Develop an understanding of data handling software and its simple features.
 Online Safety: Privacy settings online

1.2 L5 Beat Bang Boogie
 Multimedia: Use of digital technology to view online content and images.
 Online Safety: Explore online identities

1.1 L5 Bounce
 Multimedia: Use of technology to create and view digital images.
 Online Safety: Understand a range of ways to use technology safely, respectfully and securely

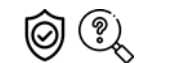
L4



2.2 L4: Paws claws and whiskers
 Multimedia *Captures experiences and responses with a range of media.
 Online Safety: Recognise inappropriate content

3.1 L4: Our Wonderful World
 Data Handling *Gathering and recording data to begin to develop data handling skill. Data Handling *Gathering and recording data to begin to develop data handling skill
 Online Safety: Recognise inappropriate contact and conduct

3.2 L4: Rio Da Vida
 ICT in Society *Understand online safety, preventions and support
 Online Safety: Know how to report concerns



2.1 L4 Enchanted woodland
 Multimedia. *Enhance different software knowledge and skills.
 Online Safety: Privacy settings online

1.2 L4: Memory box
 Programming. *Develop understanding of algorithms and simple programs.
 Online Safety: Explore online identities

1.1 L4: TEAM
 Multimedia. *Use of equipment to take digital images.
 Online Safety: Understand a range of ways to use technology safely, respectfully and securely

L3



2.2 L3: Why don't snakes have legs?
 Multimedia *Recognise How technology is used in school
 Online Safety: recognize acceptable/unacceptable behavior when using technology

3.1 L3: Plant Parts - How does it grow?
 Multimedia *Captures experiences and responses with a range of media.
 Online Safety: Identify a range of ways to report concerns about content and contact

3.2 L3: Can you build it?
 Programming. *Know how to operate simple equipment.
 Online Safety: Identify where to go for help and support when they have online concerns

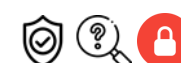


2.1 L3: Puppets and Popups
 Multimedia. *Develop skills by pressing parts achieve effects such as sound.
 Online Safety: The importance of passwords to keep personal information private

1.2 L3: Winter Wonderland
 Programming. *Begin to understand algorithms and simple programs
 Online Safety: Use technology safely, responsibly and respectfully

1.1 L3: Marvelous machines
 Data Handling. *Collecting, organising, storing and manipulating
 Online Safety: The different online technologies

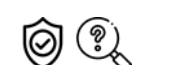
L2



2.2 L2: Lets Explore
 Programming *Use of programming devices to create simple programs.
 Online Safety: Recognize acceptable and unacceptable behavior when using technology

3.1 L2: Sunshine and Sunflowers
 Technology in society *Develop an understanding of a range of technology and their uses.
 Online Safety: identify a range of ways to report concerns about content or contact

3.2 L2: Ready, Steady Grow
 Multimedia *Develop an understanding of a range of software and their design features.
 Online Safety: Identify where to go for help and support when they have online concerns



2.1 L2: Shadows and reflection
 Multimedia *Develop an understanding of interactive digital devices.
 Online Safety: Keeping passwords and personal information private

1.2 L2: Chop slice and Mash
 Data Handling *Use of digital devices to gather, store and manipulate data.
 Online Safety: Use technology safely, respectfully and responsibly

1.1 L2: Sparkle and shine
 Multimedia *Use of a range of interactive devices to develop understanding of how they work.
 Online Safety: Different online technologies

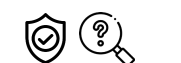
L1



2.2 L1: Animal safari
 Multimedia*Develop an understanding of different sounds.
 Online Safety: How to use a password

3.1 L1: Creep, Crawl and Wriggle
 Data handling. *Use a range of interactive devices to record and manipulate data.
 Online Safety: Identify where to get help when there is a problem online

3.2 L1: On The Beach
 Multimedia *Use a range of digital devices to create an interactive Multimedia .
 Online Safety: Identify how to report concerns about content or contact online



2.1 L1: Big Wide World
 Programming *Develop understanding of simple algorithms and programs.
 Online Safety: Keeping personal information private

1.2 L1: Stories and Rhymes
 Multimedia *Using digital devices to record a video and playback
 Online Safety: Using technology safely

1.1 L1: Me and My Community
 Multimedia *Using digital devices to take a picture.
 Online Safety: What can we use technology for?