

# *Computing at Hujjat Primary supported by Kapow Primary*

Specialist-created Computing scheme of work  
for EYFS to year 6



*What do you need to know about the  
Computing curriculum?*



# The three strands of the computing curriculum

## **Computer Science (CS)**

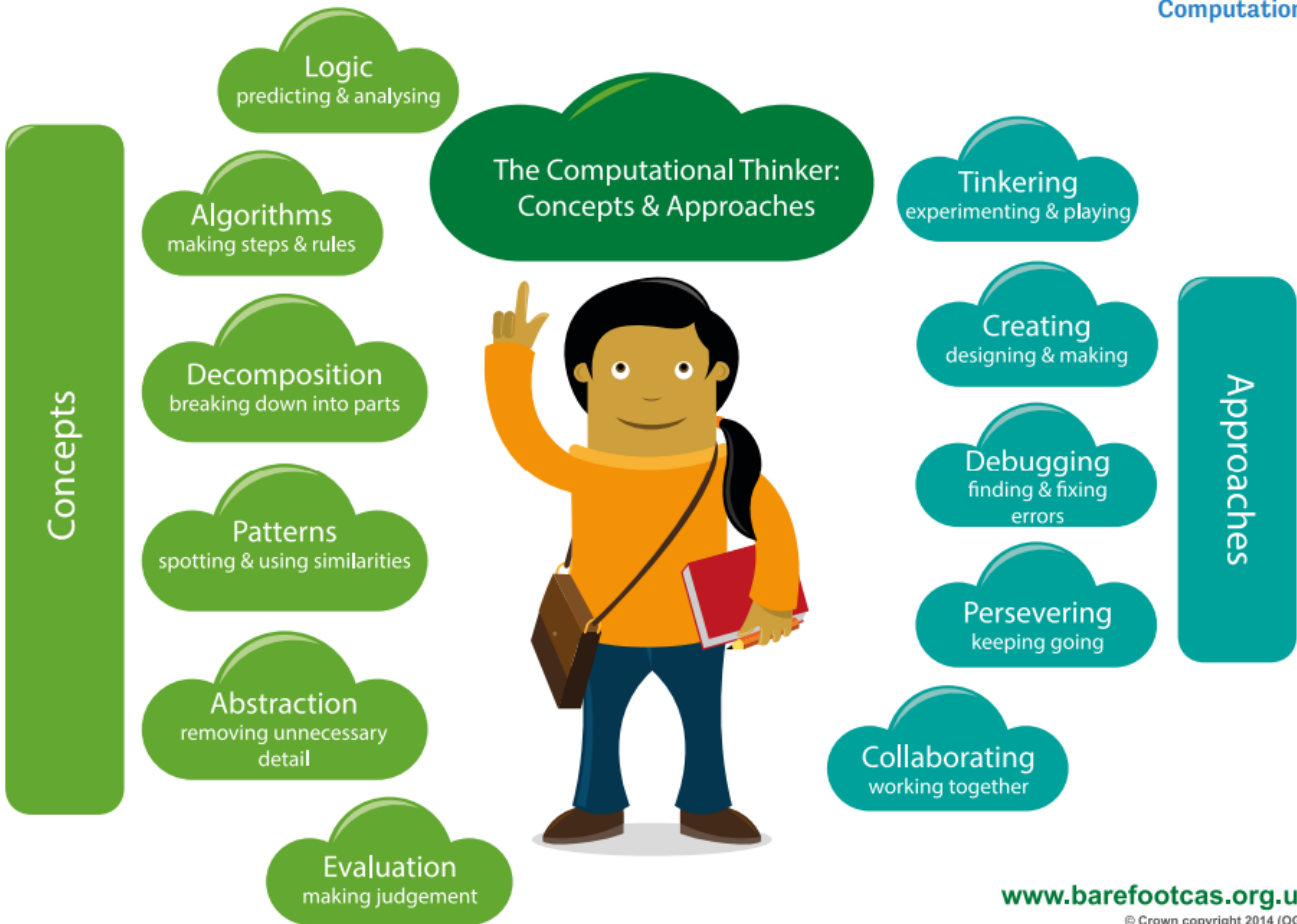
*How computers and computer systems work and how they are designed and programmed.*

## **Information Technology (IT)**

*The purposeful use of existing programs to develop products and solutions.*

## **Digital Literacy (DL)**

*The skills knowledge and understanding needed in order to participate fully and safely in an increasingly digital world.*



[www.barefootcas.org.uk](http://www.barefootcas.org.uk)

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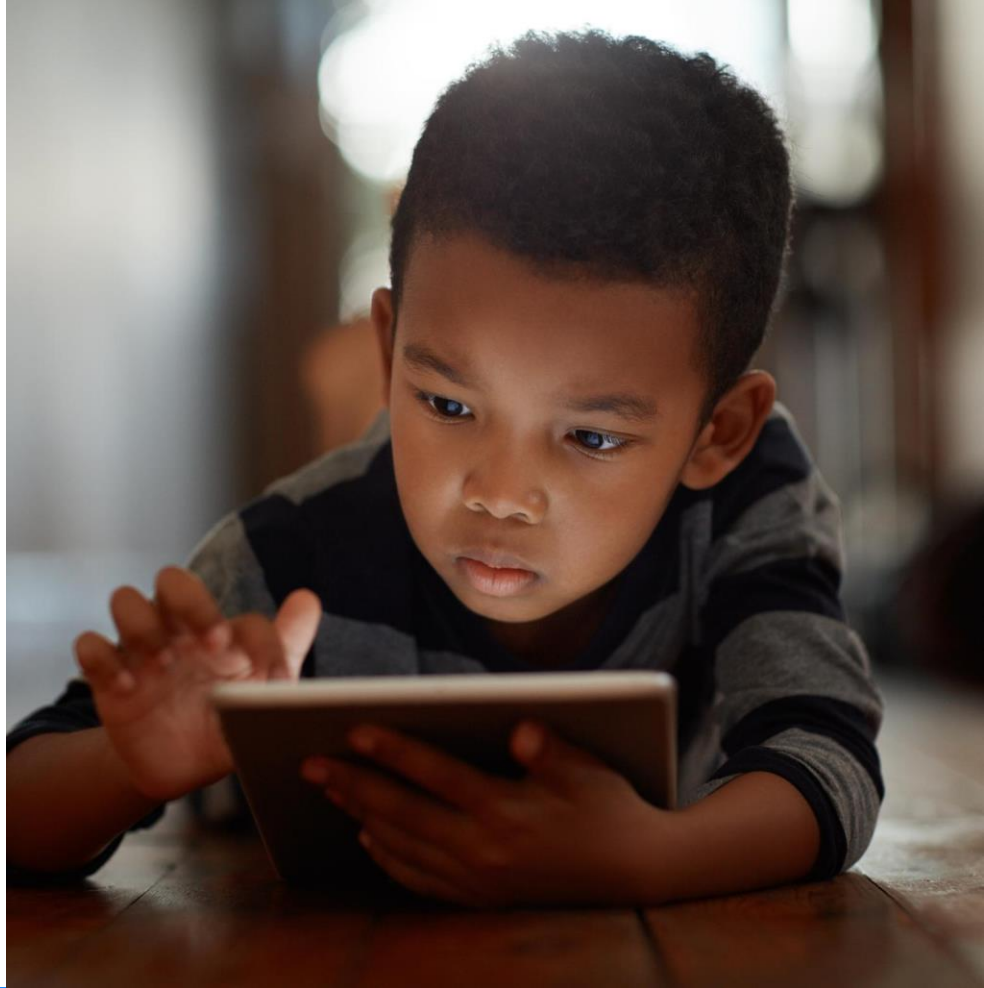
*How does Kapow Primary work?*



# Computing: EYFS (40-60 months)

Units of lessons and teacher guidance to develop pupils' computing skills in the early years

Our [five-unit Computing scheme](#) (plus recommendations for teaching within provision) for the EYFS is centred around play-based, unplugged activities that focus on building children's listening skills, problem-solving skills, curiosity and creativity.



## Technology in the Early Years can mean:

- taking a photograph with a camera or tablet.
- searching for information on the internet.
- playing games on the interactive whiteboard.
- exploring an old typewriter or other mechanical toys.
- using a Beebot.
- watching a video clip.
- listening to music.

### Programming 1: All about instructions

The children learn to receive and give instructions and understand the importance of precise instructions

Lessons: 5

[View lessons](#)

### Computing systems and networks 1: Using a computer

Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out

Lessons: 5

[View lessons](#)

Years 1-6 include an Online Safety unit each. See the: [Guidance: How to fit in our Online safety units](#) for information about how to include these in your curriculum time. All units have five lessons unless otherwise stated.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety
<b>EYFS</b>	Set up continuous provision in your classroom: <a href="#">Computing through continuous provision</a>	Computing systems and networks  <a href="#">Using a computer</a>	Programming 1  <a href="#">All about instructions</a>	Computing systems and networks  <a href="#">Exploring hardware</a>	Programming 2  <a href="#">Programming Bee-Bots</a>	Data handling  <a href="#">Introduction to data</a>	
<b>Year 1</b>	Computing systems and networks  <a href="#">Improving mouse skills</a>	Programming 1  <a href="#">Algorithms unplugged</a>	Skills showcase  <a href="#">Rocket to the moon</a>	Programming 2  Programming Bee-bots <a href="#">Option 1: Bee-Bots</a> <a href="#">Option 2: Virtual Bee-bots</a>	Creating media  Digital imagery <a href="#">Option 1: Google</a> <a href="#">Option 2: Microsoft Office 365</a>	Data handling  <a href="#">Introduction to data</a>	Online safety  <a href="#">Online safety Y1</a> (4 lessons)
<b>Year 2</b>	Computing systems and networks 1  <a href="#">What is a computer?</a>	Programming 1  <a href="#">Algorithms and debugging</a>	Computing systems and networks 2  <a href="#">Word processing</a>	Programming 2  <a href="#">Programming: Scratch Jr</a>	Creating media  Stop Motion <a href="#">Option 1: Using tablet devices</a> <a href="#">Option 2: Using cameras</a> <a href="#">Option 3: Devices without cameras</a>	Data handling  <a href="#">International Space Station</a>	Online safety  <a href="#">Online safety Y2</a>





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety
<b>Year 3</b>	Computing systems and networks 1	Programming	Computing systems and networks 2	Computing systems and networks 3	Creating media	Data handling	Online safety
	<a href="#">Networks</a>	<a href="#">Programming: Scratch</a>	Emailing <a href="#">Option 1: Google</a> <a href="#">Option 2: Microsoft Office 365</a>	<a href="#">Journey inside a computer</a>	Video trailers <a href="#">Option 1: Using devices other than iPads</a> <a href="#">Option 2: Using iPads</a>	Comparison cards databases <a href="#">Option 1: Google</a> <a href="#">Option 2: Microsoft Office 365</a>	<a href="#">Online safety Y3</a> (4 lessons)
<b>Year 4</b>	Computing systems and networks	Programming 1	Creating media	Skills showcase	Programming 2	Data handling	Online safety
	Collaborative Learning <a href="#">Option 1: Google</a> <a href="#">Option 2: Microsoft Office 365</a>	Further coding with Scratch <a href="#">Option 1: Google</a> <a href="#">Option 2: Microsoft Office 365</a>	Website design <a href="#">Option 1: Google</a> <a href="#">Option 2: Microsoft Office 365</a>	<a href="#">HTML</a>	<a href="#">Computational thinking</a>	<a href="#">Investigating weather</a>	<a href="#">Online safety Y4</a> (6 lessons)
<b>Year 5</b>	Computing systems and networks	Programming 1	Data handling	Programming 2	Creating media	Skills showcase	Online safety
	<a href="#">Search engines</a>	Programming music <a href="#">Option 1: Sonic Pi</a> <a href="#">Option 2: Scratch</a>	<a href="#">Mars Rover 1</a>	<a href="#">Micro:bit</a>	Stop motion animation <a href="#">Option 1: Stop motion studio</a> <a href="#">Option 2: Using cameras</a>	<a href="#">Mars Rover 2</a>	<a href="#">Online safety Y5</a>
<b>Year 6</b>	Computing systems and networks	Programming	Data handling	Creating media	Data handling	Skills showcase	Online safety
	<a href="#">Bletchley Park</a>	<a href="#">Intro to Python</a>	<a href="#">Big data 1</a>	<a href="#">History of Computers</a>	<a href="#">Big data 2</a>	<a href="#">Inventing a product</a>	<a href="#">Online safety Y6</a> (6 lessons)



# Programming Progression Example

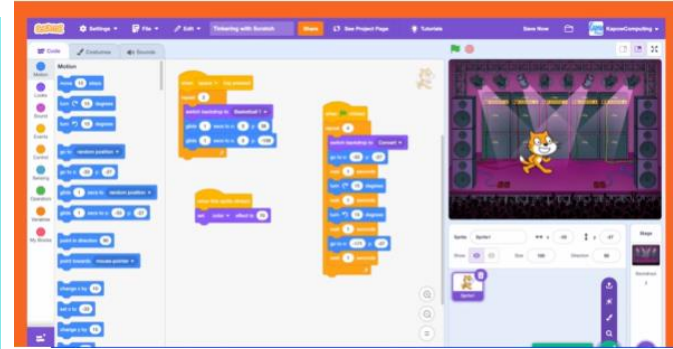


Bee-Bot EYFS/Y1



Scratch Jr

Y2



Scratch  
KS2

# *Google Classroom*



# Homework is via Google Classroom

 Classroom > 3S Ash Shakoor (Mrs Somji)  
Year 3

Stream

Classwork

People

Grades

## Homework and Reading



Summer 1 Week 1 and 2

Due May 9



Spring 2 Week 5

Due Apr 25



Spring 2 Week 3-4

Edited Mar 14



Spring 2 Week 1 -2

Due Mar 14



Spring 1 Week 5

Posted Feb 7
















Spring 1 Week 3-4







Edited Jan 24



# Teachers also use Google Classroom for classwork

English Resources 			
	Charlotte's Web	Posted Dec 17, 2024	
	Non-Chronological Report - Iron Age	Edited Nov 21, 2024	
	500 Words	Posted Oct 25, 2024	
	Stig Of the Dump	Edited Oct 27, 2024	
	Stone Age Boy	Posted Oct 1, 2024	
	Malala's Magic Pencil	Posted Sep 23, 2024	

# KS 2 Arabic Home learning through Google Classroom via Languagenut

<u>Arabic</u> 			⋮
	Y3 work	Due Apr 21	⋮
	Write Arabic paragraph about (Hobbies ...	Due Feb 10, 11:59 PM	⋮
	Arabic paragraph	Due Dec 3, 2024	⋮
	Languagenut(Autumn 2 week2) Assignm...	Due Nov 15, 2024	⋮
	Arabic Homework	Due Oct 17, 2024	⋮

# *Online Safety at Hujjat Primary*



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>To know that the internet is many devices connected to one another.</p> <p>To know that you should tell a trusted adult if you feel unsafe or worried online.</p> <p>To know that people you do not know on the internet (online) are strangers and are not always who they say they are.</p> <p>To know that to stay safe online it is important to keep personal information safe.</p> <p>To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p>	<p>To understand the difference between online and offline.</p> <p>To understand what information I should not post online.</p> <p>To know what the techniques are for creating a strong password.</p> <p>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</p> <p>To understand that not everything I see or read online is true.</p>	<p>To know that not everything on the internet is true: people share facts, beliefs and opinions online.</p> <p>To understand that the internet can affect your moods and feelings.</p> <p>To know that privacy settings limit who can access your important personal information. Information, such as your name, age, gender etc.</p> <p>To know what social media is and that age restrictions apply.</p>	<p>To understand some of the methods used to encourage people to buy things online.</p> <p>To understand that technology can be designed to act like or impersonate living things.</p> <p>To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p> <p>To understand what behaviours are appropriate in order to stay safe and be respectful online.</p>	<p>To know different ways we can communicate online.</p> <p>To understand how online information can be used to form judgements.</p> <p>To understand some ways to deal with online bullying.</p> <p>To know that apps require permission to access private information and that you can alter the permissions.</p> <p>To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.</p>	<p>To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.</p> <p>To know what steps are required to capture bullying content as evidence.</p> <p>To understand that it is important to manage personal passwords effectively.</p> <p>To understand what it means to have a positive online reputation.</p> <p>To know some common online scams.</p>



# A Parent's guide to Online Safety



Being online presents lots of great opportunities for children, from supporting them with school work to communicating with friends and family. However, being online can also come with numerous risks. At home is where your child will spend most of their time online, so it is vital for you to know how to help keep them safe.

## Key considerations

### *Sharing information:*

Does your child overshare when they are on the Internet? Do they know not to share personal information such as their full name or address online? Spend time talking to your child about what is safe and not safe to share online.

### *Age restrictions:*

Are you aware of the content your child is accessing? Some content out there is not suitable for children. If children are playing games online, they usually come with an age certification but when accessing online content through a video streaming platform, this is not always the case. Encourage your child to ask you for guidance when accessing new content or websites so you can help show them if it is safe and/or suitable for them. <https://www.common sense media.org/>

### *Gaming:*

More and more games are regularly available for your child to access online. Online games may involve online chats, live chats or include pop-up advertisements that encourage your children to buy products or more lives. Regularly chat to your child about what games they are playing online and what peripheral content they might be subjected to. Websites such as <https://www.common sense media.org/> can also support you with keeping up to date with new games that are available and their age restrictions.

### *Online Bullying*

Children find it a lot easier to be hurtful towards others when they are online than face to face. Encourage regular talks with your child about how to be kind when they are online. When online, your child could also be a victim of bullying. If you do suspect your child is being bullied, talk to them and ask them to explain what is happening. All apps and websites have the ability to block and report users. You can use this website to find out how help to keep your child safe from cyberbullying: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

### *Online grooming:*

It is important for your child to understand that not everybody they meet online is who they say they are. Regularly review your child's friends and contacts and ask them who they have been talking to online. Any incidents can be reported to <https://www.ceop.police.uk/Safety-Centre/>

### *Screen time:*

With an increased dependency on technology, it can sometimes be hard to reach a balance between screen time and 'non-screen' time. Encourage activities away from the screen such as playing a board game or going for a walk.



## Minimum Age Restrictions for Social Media Platforms



X (formerly Twitter)



Facebook



Instagram



Pinterest



Reddit



Snapchat



TikTok



YouTube



BeReal



Messenger



Twitch



Yubo



Discord



WhatsApp



# Age Restrictions for Video Games

3

**PEGI 3**

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA

DiRT Rally

Animal Crossing

7

**PEGI 7**

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox

Among Us

Lego Series



# Age Restrictions for Video Games

12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite

Dragon Ball FighterZ

Super Smash Bros. Ultimate

16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042

Halo Infinite

Marvel's Spider-Man



# Questions

