

INTACK PRIMARY SCHOOL COMPUTING CURRICULUM 2026-27

AUTUMN 1 - THE INTERNET

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school.

Strand	Knowledge	Skills	Vocabulary
	The Internet is a global network of connected computers around the world.	Explain the difference between the Internet and the World Wide Web, recognising that they describe different things.	Browser Smart Device Homepage Webpage Internet Wi-Fi Search Engine World Wide Web
	An internet connection allows people to communicate with others over the internet and that this is commonly known as being online. An internet connection can be made using wires or wirelessly	Explain that Wi-Fi describes a wireless internet connection.	
	A browser is used to access websites and webpages of the World Wide Web.	Recognise a web browser.	
	The World Wide Web refers to the documents and pages someone sees when using a browser.	Find information on a school's website by viewing different webpages.	
	Smart devices are those that can connect to the internet to do more than a basic function.	Decide whether a device is a smart device. Give examples of smart devices.	
	The 'front page' of a website is known as the home page.	Navigate to the Purple Mash homepage and to a school's website homepage.	
	Webpages have links that, when clicked, display other webpages.	Use a link on a webpage of a school's website.	
	Websites can be found using a browser that contains a search engine.	Use keywords to search for information using a search engine.	

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AUTUMN 2 - SPREADSHEETS

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Strand	Knowledge	Skills	Vocabulary
	A spreadsheet is a program that organises data in rows and columns. 2Calculate is a type of spreadsheet program. Each box in a spreadsheet is called a cell, and every cell has a unique name. Rows run horizontally, and columns run vertically.	Identify a cell by its name. Enter data into a cell and move between cells with ease. Explain the difference between a row and column.	Apparatus Automatically Axis / Axes Block Diagram Cell Click and drag Column Controls toolbar Count tool Data Delete Edit Format 'is equals' tool Labels 'Quiz' tool Resize Row Spreadsheet Title Value Wrap text
	Formatting tools can be used to change the way data looks (e.g. size, colour, wrap text). It is important to consider the clarity of a spreadsheet and what can be done to improve this.	Resize rows and columns to make data clearer. Use formatting tools such as the cell colour picker, wrap text, and bold buttons to improve clarity and organisation of data. Check and improve their spreadsheet to ensure it is neat, accurate, and easy to understand.	
	Images and numbers can be used in spreadsheets, and values can be assigned to images.	Insert images and assign them numerical values	
	Spreadsheets can use a range of mathematical operations to carry out calculations automatically. 2Calculate contains various tools that can be used for different reasons.	Apply calculation tools (add, subtract, multiply, divide) to carry out various operations in a spreadsheet.	
	The 'Is Equals' tool can check if a calculation is correct. The 'Quiz' tool can be used to make interactive questions inside a spreadsheet.	Use the 'Is Equals' tool to check whether a calculation is correct. Use the 'Quiz' tool to create an interactive calculation.	

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	The 'Count' tool can show how many of something there are in a spreadsheet.	Use the 'Count' tool to total how many of an item appear in a spreadsheet.	
	Block diagrams are a way of presenting data to make it easier to understand. Two sets of data are needed to create a block diagram (one for the category, one for the amount).	Create block diagrams in 2Calculate to present data visually.	

SPRING 1 - MAKING MUSIC

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Strand Information Technology	Knowledge	Skills	Vocabulary
	Live, instrumental music is created by real instruments and digital music is created by using a computer.	Identify if sounds are made by real instruments or made by a computer. Identify the sound of different instruments, whether live or digitally made.	Background music, digital music, sound effect (SFX), BPM, looping, tune, volume, compose, tempo
	Music can be made digitally using programs like 2Sequence.	Open 2Sequence. Listen to a premade composition by pressing the play button. Observe what happens on the screen when composition is playing including the placement of sounds.	
	• Open 2Sequence. • Listen to a premade composition by pressing the play button. • Observe what happens on the screen when composition is playing including the placement of sounds.	Explore the sounds and instruments category. Drag sounds into the playable area. Play and experiment with the organisation of sounds on each	

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		track.	
	Notes that are the same colour on 2Sequence represent the same note tone	Compare the sounds of different notes. Recognise that some notes sound the same. Recognise that some notes sound better together than others	
	The speed of a digital musical, known as tempo, can be altered by changing the BPM (beats per minute).	Locate the beats per minute slider. Experiment with changing the slider's position. Listen in play mode to how changing the position of the slider affects a composition.	
	The volume of instruments/sounds on a track can be changed when using music programs.	Locate the different rows of music. Locate the volume sliders at the end of each row of music (tracks). Adjust the volume on individual rows of music (tracks). Play the music and test the effect of altering the volume of individual tracks.	
	Looping a track means that it continues to play on repeat.	Experiment with the looping feature. Identify how this affects a tune. Manipulate a piece of music so that it sounds correct when looping and doesn't have a noticeable jump when it restarts each repeat.	
	Music programs let users incorporate their own sounds into a composition.	Locate the My Sounds section. Click on the record icon.	

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		Use the record button to incorporate own sound from a microphone. Test the recording back by pressing play. Click done when happy with recording.	
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SPRING 2 - CREATING PICTURES

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Strand	Knowledge	Skills	Vocabulary
	Digital art tools usually have a choice of painting effects. Painting effects can be combined to help a user make pictures of varying styles.	Explore the range of painting effects in 2Paint. Observe how the painting effects give different results. Produce digital images in traditional art styles using digital painting effects.	Arts and Crafts Import, Palette De Stijl Impressionism Pointillism
	The size of an onscreen painting tool brush stroke can be manipulated.	Use the brush tool slider to change the size of brush strokes to achieve the desired effects	Digital Portfolio Repeat patterns Fill tool
	Intensity of colours can be manipulated digitally.	Use the dilute tool to manipulate the intensity of any selected colour.	Outline, Resize Image picker
	Outline features in a digital art program can help a user compose an image.	Make use of outline features, such as selecting, resizing, and editing outlines, to enhance their digital art.	

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SUMMER 1 – ROUTE EXPLORERS

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Strand Digital Literacy	Knowledge	Skills	Vocabulary
	The combination of a direction and a distance is known as a command in 2Go.	Input commands in 2Go.	Algorithm Coding Computer bug Command Debugging Direction
	Commands can be input into 2Go to control the movement of a screen turtle in four directions.	Input purposeful commands in 2Go to move the turtle in a specific direction towards a goal.	
	Planning a route is important in order to input the correct commands.	Use techniques such as finger movements to plan a route.	
	Routes can be programmed to perform more than one command in a sequence.	Input several commands into a sequential algorithm layout and run this code to move the turtle along a programmed route. Reset the turtle to the starting position to re-run the code.	
	A list of instructions for a route is the algorithm.	Plan the route by writing the algorithm first and then inputting the commands.	
	Errors (bugs) occur because commands may have been input incorrectly. Fixing the errors is called debugging.	Make logical attempts to debug code for routes. Reset, debug and re-run the code to test routes.	

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SUMMER 2 – CODING

National Curriculum Links:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.

Strand Digital Literacy	Knowledge	Skills	Vocabulary
	In computing, a set of instructions is known as an algorithm. Steps in an algorithm must be followed to achieve the intended outcome.	Follow a written algorithm. Identify required events, objects and actions from a program algorithm.	Action Attribute Algorithm Bug Button object Collision Detection Command Debug/debugging Event Object Output Program Program design Sequence Timer When clicked When key event When swiped event
	The collision detection event is a way to cause an action when two objects collide with each other.	Identify the collision detection block within the event category blocks. Use a collision detection block in a program. Assign two objects within the collision detection command. Assign an event for when the two objects collide.	
	Programs follow a sequence of instructions (commands) in order.	Run code and see the sequential effect that occurs.	
	Timer commands can be used to make parts of the program run after a set time.	Identify the timer command within the control category blocks. Use the time after command and set a specified number of seconds. Nest actions within the timer command to delay their running.	
	Different object types in 2Code have different attributes that can be changed.	Use a variety of object types. Identify attributes which appear under some objects and not in others e.g. a turtle type and a character type. Alter attributes of an object, such as the image and scale within Design View.	
	Event commands in 2Code are used to create blocks of code that are run when an event happens. There are different event command blocks in 2Code.	Recognise the event command blocks – When Key Event, When Swiped Event, When Clicked Event and Collision Detection. • Use a variety of event blocks in different circumstances. • Use specific event commands for specific objects, such as a click event for a button object.	

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	Debugging is the process of testing that a program works as intended, looking for any bugs and fixing the problems when found.	Use logical reasoning to identify the source of bugs and attempt to fix them. Test and debug code in a systematic way.	
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2BeSafe; Being Safe in a Digital World – TAUGHT EVERY HALF TERM			
Strand	Knowledge		Vocabulary
Digital Literacy			
Autumn 1 Online Bullying	➤ I can explain what bullying is, how people may bully others and how bullying can make someone feel. ➤ I can explain why anyone who experiences bullying is not to blame. ➤ I can talk about how anyone experiencing bullying can get help.		Bullying Types of bullying Verbal, Physical Social. Cyber Repeatedly
Autumn 2 Managing Online Information	➤ I can use simple keywords in search engines. ➤ I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). ➤ I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri).		Online, Kiddle, Searched Voice activated Touch screen Touchpad, Tablet Smartphone Smart speaker Microphone
Spring 1 Privacy and Security	➤ I can explain how passwords can be used to protect information, accounts and devices. ➤ I can explain and give examples of what is meant by 'private' and 'keeping things private.' ➤ I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). ➤ I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).		Passwords Protect, identity, accounts, Devices, Private, connected, personal, lock, username, login, logout, secure, permission, settings, privacy, privacy choices, report, safe

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		sharing, click, share, download
Spring 2 Self-Image and Identity	➤ I can explain how other people may look and act differently online and offline. ➤ I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened I can give examples of how they might get help.	Self-image Identity, Online Offline, Real image, Avatars, Information Positive, Safe, Negative, Get help, Trusted
Summer 1 Online Reputation	I can explain how information put online about someone can last for a long time. I can describe how anyone's online information could be seen by others. I know who to talk to if something has been put online without consent or if it is incorrect.	Reputation Information Personal info Online, Delete Privacy settings Privately Publicly, Sharing Private info Consent, Trusted
Summer 2 Online Relationships	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure. I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do. I can identify who can help me if something happens online without my consent. I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online.	Online, internet, password, private info, message, email, chat, friend request, online friend, trusted adult, kind, unkind, respect, bullying, report, block, login, logout, click, permission, share