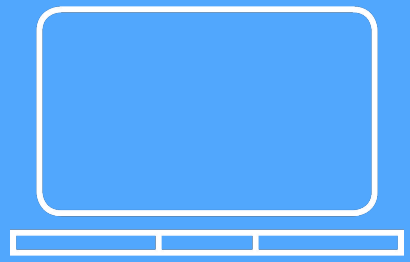
Computing



Kapow Primary™

National curriculum coverage

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Introduction

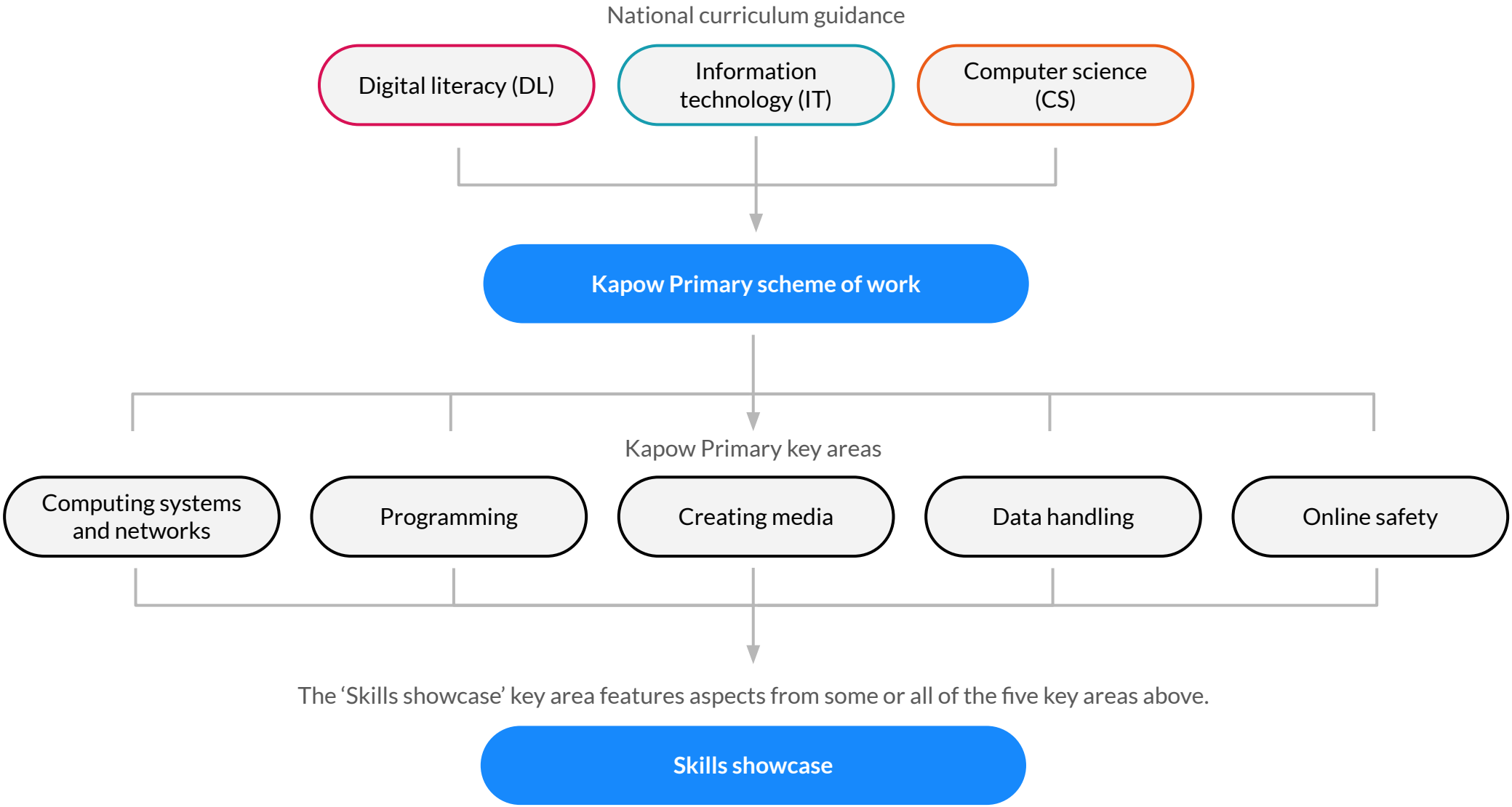
Kapow Primary offers full coverage of the KS1 and KS2 Computing curriculum. This document details how the Kapow units support pupils to achieve the end of key stage statements for Year 2 and Year 6.

For EYFS, the document shows the Early Learning Goals and Development Matters statements that each unit covers.

The final pages of the document show cross-curricular links between our Computing scheme and other National curriculum subjects.

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How is the Computing scheme of work organised?



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Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Communication and language Children in reception will be learning to:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Understand how to listen carefully and why listening is important.		✔			
Describe events in some detail.		✔			
Use talk to help work our problems and organise thinking and activities, and to explain how things work and why they might happen.		✔	✔		✔
Learn new vocabulary.			✔		
Use new vocabulary throughout the day.			✔		
Ask questions to find out more and to check they understand what has been said to them.			✔		
Articulate their thoughts and ideas in well-formed sentences.			✔		✔

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Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Mathematics Children in reception will be learning to:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Link the number symbol (numeral) with its cardinal number value.	✔			✔	
Count objects, actions and sounds.				✔	✔
Count beyond 10.				✔	✔
Subitise.					✔
Compare numbers.					✔
Understand the 'one more than/ one less than' relationship between consecutive numbers.					✔
Continue, copy and create repeating patterns.					✔
Compare length, weight and capacity.					✔

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Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Literacy Children in reception will be learning to:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Spell words by identifying the sounds and then writing the sounds with letter/s.	✔		✔		
Re-read what they have written to check that it makes sense.	✔				
Write short sentences with known letter-sound correspondences using a capital and full stop.			✔		

Development matters statements: Personal, social and emotional development Children in reception will be learning to:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
See themselves as a valuable individual.			✔		

Development matters across Kapow Primary's units - EYFS (Reception)

Development matters statements: Physical development Children in reception will be learning to:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	✔		✔		
Know and talk about the different factors that support their overall health and wellbeing.		✔			
Further develop the skills they need to manage the school day successfully.		✔			
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.			✔		

Development matters statements: Understanding the world Children in reception will be learning to:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Describe what they see, hear and feel whilst outside.			✔		

Early Learning Goals across Kapow Primary's units - EYFS (Reception)

Early Learning Goals: Communication and language Children at the expected level of development will:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.					✔
Listening, Attention and Understanding> Make comments about what they have heard and ask questions to clarify their understanding.					✔
Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.					✔

Early Learning Goals: Mathematics Children at the expected level of development will:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Numerical Patterns: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.					✔

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Early Learning Goals across Kapow Primary's units - EYFS (Reception)

Early Learning Goals: **Personal, social and emotional development** Children at the expected level of development will:	Computing systems and networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Programming 2: Programming Bee-Bots	Data handling: Introduction to data
Self-Regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.		✔			
Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.		✔		✔	
Building Relationships: Work and play cooperatively and take turns with others.		✔			

Key stage 1: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Key stage 1: **Year 1**					
		Computing systems and networks: Using computers 1	Programming: Commands unplugged	Creating media: Digital designers	Programming: Bee-Bots	Creating media: Digital designers 2	Data handling: Introduction to data
Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.	CS		✔		✔		
Create and debug simple programs.	CS		✔		✔		
Use logical reasoning to predict the behaviour of simple programs.	CS		✔		✔		
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	DL			✔		✔	✔
Recognise common uses of information technology beyond school.	IT	✔					✔
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	DL	✔					

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Key stage 1: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Key stage 1: **Year 2**					
		Computing systems and networks: Using computers 2	Programming: Algorithms and debugging	Computing systems and networks: The internet	Programming: MakeCode	Creating media: Digital designers 3	Online safety: Privacy and respectful use
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	CS		✔		✔		
Create and debug simple programs.	CS		✔		✔		
Use logical reasoning to predict the behaviour of simple programs.	CS		✔		✔		
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	DL	✔		✔		✔	
Recognise common uses of information technology beyond school.	IT	✔		✔			
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	DL			✔			✔

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Key stage 2: National curriculum Computing subject content	Kapow Primary Computing strands	Kapow Primary topics Lower key stage 2: Year 3					
		Programming: Scratch	Computing systems and networks: Connecting devices	Programming: MakeCode: Loops	Creating media: Creating video trailers	Creating media: Creating a website	Data handling: Branching databases
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	CS	✔		✔			
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	CS	✔		✔			
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	CS	✔		✔			
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	DL IT		✔			✔	

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Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Lower key stage 2: **Year 3**					
		Programming: Scratch	Computing systems and networks: Connecting devices	Programming: MakeCode: Loops	Creating media: Creating video trailers	Creating media: Creating a website	Data handling: Branching databases
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	DL IT						
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	CS IT				✔	✔	✔
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	DL		✔		✔	✔	

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National curriculum by Kapow Primary themes and units

Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Lower key stage 2: Year 4					
		Programming: Further coding with Scratch	Computing systems and networks: Connecting networks	Programming: Computational thinking	Computing systems and networks: Storing, organising and sharing information	Creating media: Creating digital images	Online safety: Be kind online
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	CS	✔		✔			
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	CS	✔		✔			
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	CS	✔		✔			
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	DL IT		✔		✔		

Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Lower key stage 2: **Year 4**					
		Programming: Further coding with Scratch	Computing systems and networks: Connecting networks	Programming: Computational thinking	Computing systems and networks: Storing, organising and sharing information	Creating media: Creating digital images	Online safety: Be kind online
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	DL IT		✔				
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	CS IT	✔			✔	✔	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	DL		✔		✔		✔

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National curriculum by Kapow Primary themes and units

Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Upper key stage 2: **Year 5**					
		Programming: Scratch: Music	Computing systems and networks: Websites, search and storage	Programming: BBC Micro:bit	Creating media: Creating animations	Creating media: Creating podcasts	Data handling: Exploring spreadsheets
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	CS	✔		✔			
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	CS	✔		✔			
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	CS	✔		✔			
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	DL IT		✔				

Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Upper key stage 2: **Year 5**					
		Programming : Scratch: Music	Computing systems and networks: Websites, search and storage	Programming: BBC Micro:bit	Creating media: Creating animations	Creating media: Creating podcasts	Data handling: Exploring spreadsheets
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	DL IT		✔				
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	CS IT		✔		✔	✔	✔
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	DL		✔				

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Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Upper key stage 2: **Year 6**					
		Programming : Scratch: Pixels and positions	Computing systems: Understanding, hardware, storage and security	Programming : Exploring Python	Computing systems and networks: Machine learning	Creating media: Creating a multimedia projects	Online safety: Life online
Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	CS	✔		✔			
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	CS	✔		✔			
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	CS	✔		✔			
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	DL IT		✔		✔		

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Key stage 2: National curriculum Computing subject content	Kapow Primary's Computing strands	Kapow Primary topics Upper key stage 2: **Year 6**					
		Programming: Scratch: Pixels and positions	Computing systems: Understanding, hardware, storage and security	Programming: Exploring Python	Computing systems and networks: Machine learning	Creating media: Creating a multimedia projects	Online safety: Life online
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	DL IT				✔		
Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	CS IT	✔				✔	
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	DL		✔		✔		✔

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Version history

This page shows recent updates to this document.

Date	Update
17.08.26	First published.
09.10.26	Added links to newly published units.