Curriculum Overview - Computing

2026-27

Condensed Curriculum - Straight Year Groups

Purpose. This revision replaces the mixed Year 5/6 structure with separate Year 1 to Year 6 classes. It keeps the school's chosen condensed model while preventing pupils from being assigned a complete unit, or known lesson content, that they have already covered.

Curriculum structure. Each year group has four standalone computing units: one Creating Media unit, two Programming units and one Computer Systems and Networks unit. The standalone Data and Information unit remains removed and must be deliberately mapped through subjects such as Maths, Science and Geography.

Creating Media. One of the two Teach Computing Creating Media units is retained in each year group. Skills from the omitted units should be planned through purposeful cross-curricular work, rather than being left to chance.

Rationale for curriculum prioritisation. The condensed model omits one standalone Creating Media unit and the standalone Data and Information unit because their knowledge and skills can be taught and applied meaningfully across the wider curriculum. Pupils can create, edit and present digital content through subjects such as English, Art, History and Geography, while collecting, organising, analysing and presenting data occurs naturally in Mathematics, Science and Geography. These opportunities must be identified explicitly in the school's cross-curricular mapping rather than being assumed. Both Programming units have been retained because programming requires direct, carefully sequenced teaching and repeated practical experience. Across the two annual units, pupils progressively develop their understanding of algorithms, sequence, repetition, selection, variables, events and physical computing, while regularly designing, testing, debugging and improving programs. Removing a Programming unit would create substantial gaps in computational thinking and weaken progression into the next year group. Retaining both units therefore protects pupils' core computer science entitlement while the more transferable media and data outcomes are secured elsewhere.

- Autumn 1: Creating Media
- Autumn 2: Programming
- Spring: Computer Systems and Networks
- Summer: Programming

Transition principle. The standard Teach Computing sequence is restored wherever the evidence shows no duplication. The only required bespoke adjustment is the Year 4 Internet unit, because the incoming Year 4 cohort has already completed lessons 1, 2 and 6.

Working assumption: all Summer 2 units listed as "To Teach" in the 2025-26 records were completed. The school cannot yet verify this, so the assumption should remain recorded alongside the final overview.

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Year Group	Autumn 1 Creating Media	Autumn 2 Programming	Spring Computer Systems & Networks	Summer Programming	Transition note
1	Digital Painting	Moving a Robot	Technology Around Us	Programming Animations	Standard Year 1 sequence.
2	Digital Music	Robot Algorithms	IT Around Us	Programming Quizzes	All units are new to the incoming Year 2 cohort.
3	Desktop Publishing	Sequencing Sounds	Connecting Computers	Events and Actions in Programs	All units are new to the incoming Year 3 cohort.
4	Audio Production	Repetition in Shapes	The Internet - completion and application unit*	Repetition in Games	Adapted to remove lessons already taught in 2025-26.
5	Vector Graphics	Selection in Physical Computing	Systems and Searching	Selection in Quizzes	Restores the standard Year 5 programming progression.
6	3D Modelling	Variables in Games	Communication and Collaboration	Sensing Movement	All units are new to the incoming Year 6 cohort.

*** Year 4 Internet adjustment:** teach Lesson 3 “Sharing information”, Lesson 4 “What is a website?” and Lesson 5 “Who owns the web?”. Do not reteach Lesson 1 “Connecting networks”, Lesson 2 “What is the internet made of?” or Lesson 6 “Can I believe what I read?”. Use the remaining time for an applied outcome or assessment that draws on prior knowledge without repeating direct instruction.

Why the Year 5 and Year 6 programming units have changed from the mixed-class version. With separate classes, Year 5 can return to Selection in Physical Computing followed by Selection in Quizzes, while Year 6 can retain Variables in Games and Sensing Movement. This removes the need for the mixed-age compromise that placed Variables in Games in Year 5 and creates a sustainable sequence for 2027-28 onwards.

Reception: Computational Thinking

Reception pupils should begin developing the foundations of computing through age-appropriate computational-thinking activities. The class teacher may select from the following Barefoot Computing Early Years units, choosing those that best complement the children's interests, current topics and wider classroom provision:

- People Who Help Us
- Busy Bodies
- Super Space
- Awesome Autumn
- Winter Warmers
- Springtime
- Boats Ahoy
- Summer Fun

Resources, activity plans and supporting materials are available from:

https://www.barefootcomputing.org/earlyyears

The units use practical, play-based and largely unplugged activities to develop computational thinking: the problem-solving skills that underpin the computing curriculum. Depending on the units selected, pupils will begin to explore sequencing and algorithms, decomposition, pattern recognition, logical reasoning, abstraction, debugging, collaboration, creativity, tinkering and perseverance.

Notes for the school

The Barefoot Early Years units would provide a strong starting point for the teaching of computing in Reception, with a particular emphasis on computational thinking. They are designed for younger pupils and can be integrated flexibly across the EYFS curriculum rather than taught as a separate, formal sequence of computing lessons.

There is no prescribed order or expectation that every unit must be completed. The Reception teacher should select the units that are most appropriate for the cohort and that connect meaningfully with existing themes, stories, seasonal learning and areas of provision. The intention is to establish the problem-solving vocabulary, habits and foundational experiences that pupils will draw upon as they move into the Key Stage 1 computing curriculum.

No-Repeat Transition Audit

Audit basis. The table compares the recorded 2025-26 learning of each cohort with the units assigned when that cohort moves year group in September 2026. A “no repeat” judgement means no complete unit is repeated and no known previously taught lesson is scheduled for direct reteaching.

Incoming year 2026-27	Recorded coverage in 2025-26	Planned units in 2026-27	Repeat check
Year 2 (current Year 1)	Media: Digital Writing; Digital Painting Programming: Moving a Robot; Programming Animations CS&N: Technology Around Us	Digital Music; Robot Algorithms; IT Around Us; Programming Quizzes	NO REPEAT All four planned units are different.
Year 3 (current Year 2)	Media: Digital Photography; Digital Music Programming: Robot Algorithms CS&N: IT Around Us	Desktop Publishing; Sequencing Sounds; Connecting Computers; Events and Actions in Programs	NO REPEAT All four planned units are different.
Year 4 (current Year 3)	Media: Stop-frame Animation; Desktop Publishing Programming: Sequencing Sounds CS&N: Connecting Computers plus Internet L1, L2 and L6	Audio Production; Repetition in Shapes; Internet L3-L5 only; Repetition in Games	NO REPEAT AFTER ADAPTATION The three previously taught Internet lessons are removed.
Year 5 (current Year 4)	Media: Stop-frame Animation; Desktop Publishing; Photo Editing previously Programming: Sequencing Sounds CS&N: Connecting Computers plus Internet L1, L2 and L6	Vector Graphics; Selection in Physical Computing; Systems and Searching; Selection in Quizzes	NO KNOWN REPEAT No planned Year 5 unit appears in the supplied record. Earlier programming records are unavailable, but the selected units are Year 5 selection units rather than the Year 3/4 content this cohort would normally have encountered.
Year 6 (current Year 5)	Media: Vector Graphics; Video Production Programming: Selection in Physical Computing CS&N: Systems and Searching	3D Modelling; Variables in Games; Communication and Collaboration; Sensing Movement	NO REPEAT All four planned units are different.

Conclusion. Based on all available evidence, the revised overview does not assign any incoming Year 2 to Year 6 cohort a complete unit they are known to have covered. The known Year 4 lesson-level overlap has been explicitly removed. An absolute documentary guarantee is not possible for the incoming Year 5 cohort because its earlier programming record was not submitted; however, the proposed Year 5 selection units are not part of the normal Year 3/4 sequence and therefore present a low risk of duplication. Normal retrieval of prior knowledge remains appropriate, but it should not become repeated delivery of the same lessons.