



St Michael's CE Primary School

Computing Curriculum
2026-2027

Courage to Flourish in the Love of God

Curriculum Intent

At St Michael's CE Primary, our Computing curriculum is rooted in our vision, **'Courage to Flourish in the Love of God'**. We believe that computing equips pupils with essential knowledge and skills to participate confidently and responsibly in an increasingly digital world, enabling them to use technology as a tool for learning, creativity and communication.

We aim to develop pupils' computational thinking, digital literacy and understanding of computer systems and networks. Through a carefully sequenced curriculum, pupils learn to programme, manage and interpret data, create digital media and understand how technology works. They are supported to think logically, solve problems and apply their knowledge in meaningful and purposeful ways.

Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in computing, regardless of starting point, and is given opportunities to develop confidence, resilience and independence when working with technology.

In line with our whole-school curriculum, pupils learn how to use technology safely, respectfully and responsibly. Online safety is woven throughout the curriculum, encouraging pupils to make wise choices, show respect for others and understand their role within a digital community. This supports the development of our core values, helping pupils to act with kindness, responsibility and integrity both online and offline.

Over time, pupils develop the ability to evaluate and apply technology effectively, becoming confident digital learners who can create, communicate and problem-solve. By the end of primary school, they are equipped with the knowledge, skills and understanding to continue their computing education with confidence, curiosity and aspiration, prepared to flourish in the love of God.



Curriculum Implementation

Curriculum and Sequencing

The Computing curriculum is delivered using Kapow Primary and is taught twice a year across the school.

The curriculum is carefully sequenced using a spiral approach, ensuring that pupils regularly revisit key knowledge and skills across the core areas: **Computer Systems and Networks, Programming, Data Handling, Creating Media and Online Safety.**

This cyclical structure enables pupils to build confidence and familiarity over time, while each return to a concept increases in complexity and depth. These key areas are designed to group learning into meaningful and purposeful domains, reflecting how technology is experienced and used in the real world. They help ensure that both declarative knowledge (knowing what) and procedural knowledge (knowing how) are developed parallel

Learning is designed so that new knowledge builds directly on prior learning rather than being taught in isolation. Key areas, which are revisited in each year group. This structure helps identify prior and future learning, allowing pupils to build on their existing knowledge. It also supports teachers in understanding how each unit fits into the broader learning journey.

Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided practice, independent application and reflection, adapted to the St Michael's lesson structure.

Teachers model techniques and vocabulary clearly, ensuring pupils understand processes and concepts before working independently.



Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforce prior learning and supports long-term retention.

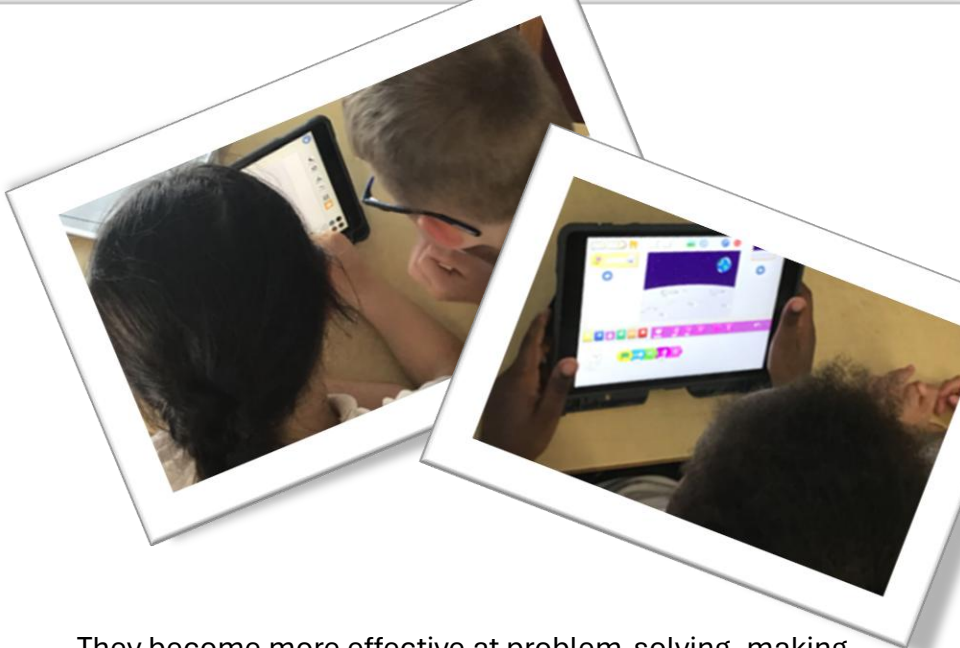
The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen understanding and use subject-specific language with increasing confidence.

Practice, Application & Outcomes

Lessons are practical and engaging, providing pupils with regular opportunities to apply their knowledge and skills in a range of contexts, both on and off digital devices. Pupils are encouraged to explore, problem-solve and reflect, developing confidence and independence in their approach to computing.

Learning is captured in Experience Journals, which provide evidence of pupils' work, learning experiences and reflections. These showcase the development of knowledge, understanding and pupil voice over time, supporting pupils to think critically about their learning and articulate their ideas.

Progression is seen in pupils' increasing confidence and competence across the computing curriculum. Over time, pupils demonstrate greater accuracy, independence and control, alongside a deeper understanding of concepts.



They become more effective at problem-solving, making purposeful choices and evaluating their work, preparing them for the next stage of their learning.

Reading

Reading is central to our Computing curriculum. During direct instruction, pupils engage with carefully chosen, age-appropriate texts that introduce key knowledge while explicitly teaching subject-specific vocabulary in context.

Pupils develop fluency, comprehension and help broaden their understanding of the subject, equipping them with the language needed to discuss computing with confidence.

Resources

A wide range of resources are available to support delivery, including access to Ipads, and Chromebooks. Technology is portable, so children can learn in their own classrooms.



Assessment

Assessment is ongoing and linked to the St Michael's teaching and learning framework. 'Do Now' quizzes check prior learning, while exit quizzes assess understanding from each lesson. Teachers use questioning, observation and pupils' work to inform next steps and support progress.

Diversity

Kapow Primary's Computing scheme has been designed to represent a range of cultures, races and backgrounds:

The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.

Within sensitive units, questions have been included to support children's lived experiences and backgrounds. Where appropriate, colonial choices and their impact on digital issues are explored.

The Kapow Primary Computing scheme supports children in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups

British Values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Inclusion

The Kapow Primary Computing scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary Computing lessons include a range of strategies to support and challenge every pupil, such as:

- Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

SMSC

The scheme supports spiritual, moral, social and cultural development by encouraging children to:

- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content.

Rights Respecting Schools

Our Computing curriculum supports our Rights Respecting Schools ethos by giving pupils opportunities to develop digital skills, think creatively and use technology responsibly.

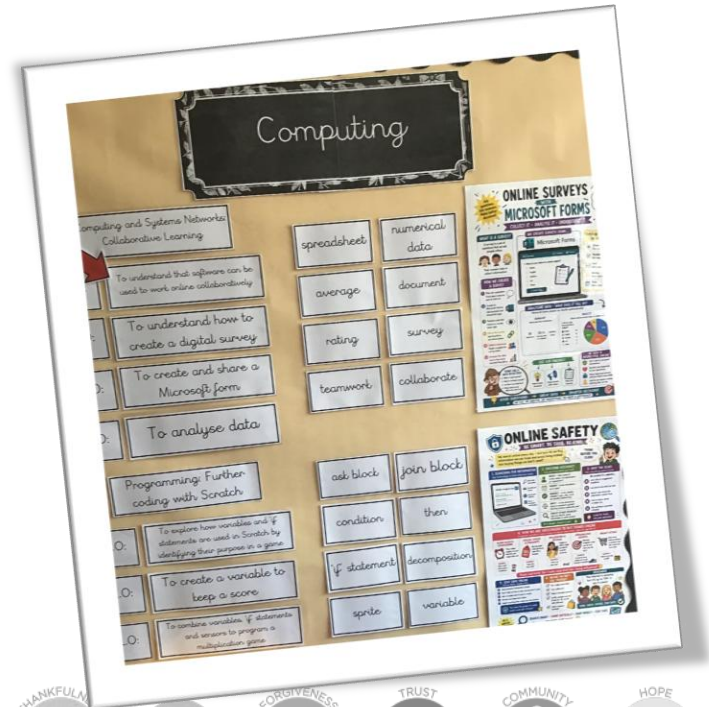
Through carefully sequenced learning, pupils fulfil Article 28 by accessing a high-quality computing education, Article 29 by developing problem-solving, creativity and digital literacy, and Article 13 by expressing their ideas through a range of digital media. Pupils are encouraged to make choices, collaborate and evaluate their work, supporting Article 12, while creating, exploring and designing with technology promotes Article 31, recognising every child's right to participate in creative and cultural activities.



Curriculum Impact

The impact of the Computing curriculum is seen in pupils' developing confidence, independence and ability to think computationally. Over time, pupils build secure knowledge and skills, enabling them to use technology purposefully, safely and effectively.

- Pupils demonstrate progression across computing, including programming, data handling, creating media, Computer Systems and Networks, with increasing accuracy and independence.
- Pupils use subject-specific vocabulary accurately to explain their ideas, processes and understanding.
- Experience Journals show clear development of knowledge, skills and thinking over time, alongside pupils' reflections and responses to learning.
- Pupils can solve problems, debug and evaluate their work, showing resilience and a willingness to improve.
- Pupils understand how to use technology safely, respectfully and responsibly, demonstrating awareness of their role in a digital community.
- Pupils make connections between different areas of computing and apply their knowledge in a range of contexts, both with and without devices.
- All pupils, including those with additional needs, access the curriculum and make progress from their starting points.
- Pupils leave primary school as confident, responsible and capable users of technology, prepared for the next stage of their education.



Curriculum Map 2026-2027

	Autumn	Spring	Summer
Nursery	Computing Knowledge and Skills – See Nursery Curriculum for more detailed information		
Reception	Computing Knowledge and Skills – See Reception Curriculum for more detailed information		
Year 1		Computing Systems and Networks: Improving Mouse Skills Programming 1: Commands Unplugged Online Safety	Creating Media: Digital Imagery Programming 2: Bee-Bots Online Safety
Year 2	Computing Systems and Networks: What is a Computer? Programming 1: Algorithms and Debugging Online Safety	Data Handling: Internation Space Station Programming 2: Introduction to Block Coding Online Safety	
Year 3		Computing Systems and Networks: Networks Creating Media: Video Trailers Online Safety	Computing Systems and Networks: Journey Inside a Computer Programming: Scratch Online Safety

Curriculum Map 2026-2027

	Autumn	Spring	Summer
Year 4	Computing Systems and Networks: Collaborative Learning Programming 1: Further Coding with Scratch Online Safety	Data Handling: Investigating Weather Programming 2: Computational Thinking Online Safety	
Year 5		Computing Systems and Networks: Search Engines Data Handling: Mars Rover Online Safety	Creating Media: Stop Motion Animation Programming: Programming Music Online Safety
Year 6	Computing Systems and Networks: Bletchley Park Data Handling: Big Data 1 Online Safety		Computing Systems and Networks: Exploring AI Programming: Exploring Python Online Safety

Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities:

Self

Opportunities

- Have students create personal blogs or digital journals where they reflect on their spiritual journey and personal growth.
- Encourage students to design digital work that represent their goals, values, and spiritual aspirations.
- Use coding to create simple mindfulness apps or websites that guide users through meditation and relaxation exercises.

Potential Question Prompts

- How does coding or designing make you feel? Does it connect to a bigger purpose or goal in your life?
- What message or story would you want to share with the world through a game, app, or website?
- What can you do to make sure your relationship with technology is healthy and balanced?
- How do you feel when you're trying to solve a problem in coding? Does it teach you anything about patience or persistence?
- How can technology help you understand yourself better? Can you think of any apps or tools that help you reflect on your emotions or thoughts?
- Have you used any tools, like journaling apps, to keep track of your personal growth? How does this make you feel about your own journey

Others

Opportunities

- Engage students in creating digital solutions for community issues, such as developing apps that connect volunteers with local charities or creating websites that raise awareness about social causes.
- Use technology to connect with students from different countries and cultures, fostering intercultural understanding and empathy.
- Organise projects where students create digital stories or multimedia presentations on themes of compassion, kindness, and community.

Potential Question Prompts

- Do you think technology should be used to help others and make the world a better place? What are some examples of how it can do that?
- Consider the importance of online behaviour and how it affects others. How can you ensure your actions online reflect kindness and respect?
- Think about how technology can address social issues. What ideas do you have for using computing to make a difference in the world?
- Reflect on how computing allows us to communicate globally. What have you learned about other cultures through technology?
- Consider the importance of online safety. What steps can you take to ensure that you and your peers are safe while exploring the digital world?
- Think about how understanding others' feelings can shape your online behaviour. How can you show empathy in your digital communications?
- Reflect on how technology can strengthen or weaken connections. What are some positive and negative impacts you've noticed in your own life?

Transcendence

Opportunities

- Creating or engaging with technology solutions that focus on environmental sustainability
- Participating in global, collaborative digital art projects (such as those using blockchain technology or digital NFTs).
- Use virtual reality or 3D modelling to create virtual tours of sacred sites from various religions, allowing students to explore these places and their spiritual significance.
- Develop interactive digital versions of sacred texts that include annotations, multimedia elements, and discussion forums to deepen understanding and reflection.
- Encourage students to use digital tools to create art or music inspired by spiritual themes, exploring how technology can enhance spiritual expression.

Potential Question Prompts

- How has using technology helped you experience a sense of awe or wonder about the universe or nature?
- How does creating or interacting with digital art or music make you feel about the beauty of the world or the universe?
- When working on collaborative coding or open-source projects, do you feel like you're part of a larger community or purpose? How does that shape your sense of contribution?
- In what ways can technology be designed to help people slow down, reflect, and feel more connected to themselves and others?
- How can technology help deepen our connection with nature, even when we're not physically present in it?

Nature

Opportunities

- Apps that encourage users to take and share nature photography or create digital art.
- Apps and games that offer puzzles or quizzes about animals, plants, or ecosystems
- Interactive e-books or apps that tell stories about the environment, animals, and nature conservation can spark children's imagination
- Simple digital cameras or apps that encourage children to take pictures of plants, animals, and landscapes help them develop a deeper appreciation of their surroundings.
- Art apps can encourage children to draw and paint scenes from nature.

Potential Question Prompts

- Reflect on ways that computing can be used to monitor environmental changes or protect wildlife. What technologies have you learned about that help us care for nature?
- Consider how experiences in nature might influence your ideas for projects or designs in computing. What aspects of nature do you find most inspiring when creating something with technology?
- Think about how digital platforms can be used to share information about climate change or conservation. What message would you want to communicate to others about protecting our planet?
- Reflect on how the natural world demonstrates balance and interconnectedness. How can we apply these lessons to ensure that technology works in harmony with nature rather than against it?
- Consider ways you can leverage technology to encourage recycling, energy conservation, or other sustainable behaviours. What projects could you initiate to inspire others to be more environmentally friendly?
- Reflect on how computing can enhance our understanding of natural phenomena. What technologies, such as apps or simulations, have helped you learn more about the environment and its wonders?