

COMPUTING CURRICULUM

	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
	CONTENT	CURRICULUM LINK PUPILS SHOULD BE TAUGHT TO-	CONTENT	CURRICULUM LINK PUPILS SHOULD BE TAUGHT TO-	CONTENT	CURRICULUM LINK PUPILS SHOULD BE TAUGHT TO-	CONTENT	CURRICULUM LINK PUPILS SHOULD BE TAUGHT TO
AUTUMN 1	Basic computer skills – <ul style="list-style-type: none"> • Logging On • Opening + Saving work • Key Board skills 	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Basic computer skills- Word processing skills: - changing the font, font size, colour and adding images and using text boxes, word art, and cut, copy and paste ensuring they can save and load their work. Producing work on PowerPoint and publisher.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Basic ICT skills And Research skills	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Research skills	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
AUTUMN 2	Continue to develop their familiarity with a computer and keyboards Continue to develop their skills in using a mouse and/or trackpad to control a computer/laptop. Continue exposure to a range of technology, including cameras, tablets, microphones/recording devices and computers.	Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Use the internet to research taking a more independent approach- Discuss importance of internet safety Continue to work on improving key computer skills such as word processing.	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. Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Publisher skills	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	Publisher skills	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

<p>SPRING 1</p>	<p>Internet skills for gathering information and images.</p> <p>To be taught to use cut and paste. Producing work for purpose</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>To take photographs for a range of different purposes.</p> <p>To understand that video can be recorded using technology and to begin to record video.</p> <p>Use a computer to preform simple photo edits-</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school</p>	<p>Presentation Media Skills</p>	<p>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</p> <p>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</p>	<p>Presentation Media Skills</p> <p>Producing multimedia presentations with a purpose to inform others.</p>	<p>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</p> <p>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</p>
<p>SPRING 2</p>	<p>To take photographs for a range of different purposes.</p> <p>To understand that video can be recorded using technology and to begin to record video.</p> <p>To understand that a range of different technology can be used to record sounds</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information.</p> <p>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.</p>	<p>Further develop their understanding of computational thinking.</p> <p>Begin to use scratch to create a simple game.</p> <p>Understand basic drag and drop programming and that the actions they choose are creating an algorithm for the computer to follow.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Introduction to algorithms and Scratch</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Drag and drop programming using scratch</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>

<p>SUMMER 1</p>	<p>Use simple games with a view to understand that when they press a button the game is following instructions.</p> <p>Children to begin to explore algorithms away from the computer by writing and following simple instructions.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Use scratch to create a mini game with simple operations</p>	<p>Create and debug simple programs</p>	<p>Scratch Smoking car game</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Taking scratch further by programming it to follow multiple commands simultaneously.</p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. solve problems by decomposing them into smaller parts</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
<p>SUMMER 2</p>		<p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Build on games already created and fix bugs that appear in games.</p>	<p>Create and debug simple programs</p>	<p>Extending drag and drop programming and begin to debug games created fix problems and improve games</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Use of logo as a sequence and repetition programme-</p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>
<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs, work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 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. Use technology safely, respectfully, and responsibly; recognise unacceptable/acceptable behaviour; identify a range of ways to report concerns about content and contact.</p>								