

Intent:

Computing integrates the full range of media through which successful learning takes place: sound, vision, text and number.

Computing permeates all aspects of life in a modern technological society.

Technology is an every-day part of life. We hope to prepare our children for a future in an environment which is shaped by technology.

We endeavour to provide computing opportunities throughout each area of the curriculum to provide a stimulus for learning and to offer children a range of opportunities for consolidation, challenge and variety. This allows children to apply the fundamental principles and concepts of computer science. They will develop analytical problem-solving skills and learn to evaluate and apply information technology and become responsible, competent, confident and creative users of IT.

Curricular Overview Computing

Curricular Goals:

- Deliver high quality computing education.
- Develop computational thinking (the ability to solve problems in a creative, logical and collaborative way) through repeated programming opportunities and opportunities to build understanding and apply the concepts of computer science.
- Encourage pupils to become responsible, competent, confident and creative users of information and communication technology.
- Develop pupils' awareness of how technology is used in the world around them and of the benefits that it provides.
- Support them to evaluate and use information technology, including new or unfamiliar technologies.
- Provide opportunities for communication and collaboration and develop an understanding of the purposes for using technology.
- Ensure that technology is used imaginatively to engage all learners and widen their learning opportunities.

EYFS

In the Early Years Foundation Stage computing is taught through the Early Year's Curriculum strand 'Understanding of the World'. There are a wide range of digital technologies that young children can use playfully and collaboratively, such as digital cameras, audio recorders, tablet computers, phones (smart or otherwise) and simple, programmable robots such as Bee-Bot. The focus in The EYFS is for children to learn about some of the different technologies they can use in school and at home and to begin selecting different technologies for different purposes.

KS1

The focus is on developing the use of algorithms, programming and how technology can be used safely and purposefully.

KS2

There is still a focus on algorithms, programming and coding but in a more complex way and for different purposes. Children also develop their knowledge of computer networks, internet services and the safe and purposeful use of the internet and technology. Data Handling is featured more heavily in upper KS2.

Expect our pupils to become computational thinkers by developing the following **Concepts:** logic, algorithms, decomposition, patterns, abstraction and evaluation and **Approaches:** tinkering, creating, debugging, persevering and collaborating

Coding and Programming

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>We intend to give our pupils access to a variety of devices and resources and to encourage them to reflect on the choices they make to use them as well as inspiring pupils to develop a love of the digital world and to see its place in their future.</p> <p>Cross-curricular links are also important in supporting other areas of learning. We aim to help children to build on prior knowledge at the same time as introducing new skills and challenges.</p>	<p>Use simple software to make things happen.</p> <p>Press buttons on a floor robot and talk about the movements.</p> <p>Explore options and make choices with toys, software and websites.</p>	<p>Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them.</p> <p>KS1 Computing National Curriculum Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <p>Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn.</p> <p>Control the nature of events: repeat, loops, single events and add and delete features.</p> <p>Give a set of instructions to follow and predict what will happen.</p> <p>Improve/change their sequence of commands by debugging.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this</p>	<p>Children build on their programming skills by solving problems and programming commands to achieve a specific outcome. They begin to write programs, explain algorithms and identify errors in their work.</p> <p>KS2 Computing National Curriculum Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Use logical thinking to solve an open-ended problem by breaking it up into smaller parts.</p> <p>Write a program, putting commands into a sequence to achieve a specific outcome.</p> <p>Give a set of instructions to follow and predict what will happen.</p> <p>Keep testing a program and recognise when it needs to be debugged.</p> <p>Use variables to create an effect, e.g. repetition, if, when, loop.</p>	<p>Children build on their programming skills by using new systems such as a flowchart. They continue to break down problems and create algorithms to solve them. They are able to explain the outcome of an algorithm with confidence and accuracy.</p> <p>KS2 Computing National Curriculum Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Use external triggers and infinite loops to demonstrate control.</p> <p>Follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols.</p> <p>Use conditional statements and edit variables.</p> <p>Decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.</p>
--	---	---	--	--

		strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.	Use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable.	Keep testing a program and recognise when it needs to be debugged. Use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.		
Multimedia-Text and Images						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use a mouse to rearrange objects and pictures on a screen.</p> <p>Recognise text, images and sound when using ICT.</p> <p>Use a camera or sound recorder to collect photos or sound.</p> <p>Use paint programs to create pictures.</p> <p>Begin to use a keyboard.</p> <p>Develop an interest in ICT by using age appropriate</p>	<p>Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.</p> <p>KS1 Computing National Curriculum Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Add text strings, text boxes and show and hide objects and images, manipulating the features.</p> <p>Use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape.</p> <p>Use applications and devices in order to communicate ideas, work, messages and demonstrate control.</p>	<p>Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.</p> <p>KS2 Computing National Curriculum Children 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. They 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>Children begin to look at new software, creating 3D models and learning how to orbit, zoom and develop their editing skills further. They become more confident in inserting links, images and formatting text to create effect.</p> <p>KS2 Computing National Curriculum Children 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>Use the skills already developed to create content using unfamiliar technology.</p> <p>Select, use and combine the appropriate technology tools to create effect.</p>			

	websites or programs.	<p>Save, retrieve and organise work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>	<p>Create different effects with different technological tools, demonstrating control.</p> <p>Use appropriate keyboard commands to amend text on a device.</p> <p>Use applications and devices in order to communicate ideas, work, and messages.</p> <p>Save, retrieve and evaluate work, making amendments.</p> <p>Insert a picture/text/graph/hyperlink from the internet or a personal file.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: draw, object, shape, line, line colour, fill colour, group, ungroup, font, size, text box, format, image, wrap text, plan, link, image, object, link, hyperlink, minimise, restore, size, move, screen, split, create, organise, file, folder, close, exit, search, print, password, screenshot, snipping tool, shift, undo, redo, menu, dictionary, highlight, cursor, toolbar, spellcheck.</p>	<p>Review and improve their own work and support others to improve their work.</p> <p>Save, retrieve and evaluate their work, making amendments.</p> <p>Insert a picture/text/graph/hyperlink from the internet or personal file.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement, guide.</p>

Multimedia-Sound and Motion						
EYFS	Year 1	Year 3	Year 3	Year 4	Year 5	Year 6
<p>Recognise purposes for using technology in school and at home.</p> <p>Understand that things they create belong to them and can be shared with others using technology.</p> <p>Recognise that they can use the internet to play and learn.</p>	<p>Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.</p> <p>KS1 Computing National Curriculum Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Use software to record sounds.</p> <p>Change sounds recorded.</p> <p>Save, retrieve and organise work.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.</p>	<p>Children develop their editing skills further by cropping, organising and arranging film clips. They are able to share work and offer feedback and ideas for improvement with animation and film, giving their opinion on which software to use. In LKS2, children also look at the history of animation and reflect upon the changes over time.</p> <p>KS2 Computing National Curriculum Children 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>Use software to record, create and edit sounds and capture still images.</p> <p>Change recorded sounds, volume, duration and pauses.</p> <p>Use software to capture video for a purpose.</p> <p>Crop and arrange clips to create a short film.</p> <p>Plan an animation and move items within each animation for playback.</p>	<p>Children begin to look more into multimedia broadcasting, learning new skills including recording jingles, podcasts and narration. They become more confident in post-production with editing, trimming and refining their work based on plans they have made.</p> <p>KS2 Computing National Curriculum Children 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>Collect audio from a variety of resources including own recordings and internet clips.</p> <p>Use a digital device to record sounds and present audio.</p> <p>Trim, arrange and edit audio levels to improve quality.</p> <p>Publish their animation and use a movie editing package to edit/refine and add titles.</p>			

			Use key vocabulary to demonstrate knowledge and understanding in this strand: audio, sound, video, movie, embed, link, file format, animate, animation, still image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, stop motion, stop frame.	Use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.		
Handling Data						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Collect information as photos or sound files.</p> <p>Use a simple pictogram or set of photos to count and organise information.</p>	<p>Talk about the different ways in which information can be shown.</p> <p>Add information to a pictograph and talk to about what has been found out.</p> <p>Use technology to collect information, including photos, video and sound.</p> <p>Sort different kinds of information.</p>	<p>Children begin to explore expressing information in tables, sorting and organising information for others to be able to understand.</p> <p>KS2 Computing National Curriculum Children 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>Talk about the different ways data can be organised.</p> <p>Sort and organise information to use in other ways.</p> <p>Search a ready-made database to answer questions.</p>	<p>Data Handling in UKS2 focuses on selecting the correct method to display data and using software such as spreadsheets. Children also learn how to check the accuracy of data and compare data for a specific purpose.</p> <p>KS2 Computing National Curriculum Children 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>Construct data on the most appropriate application.</p> <p>Know how to interpret data, including spotting inaccurate data and comparing data.</p>			

			Use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table.	<p>Use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets.</p> <p>Add data to an existing database.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.</p>		
Technology in our Lives						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about how technology is used at home and at school.</p>	<p>Children begin to make links to how they use technology outside of the classroom. They begin to think about the benefits of using technology in their lives, making links to learning about online safety.</p> <p>KS1 Computing National Curriculum Children recognise common uses of technology beyond school. They use technology safely and respectfully, keeping personal information private; they 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>Recognise ways that technology is used in the home and community, e.g. taking photos, blogs, shopping.</p> <p>Use links to websites to find information.</p>	<p>Children refer to online safety rules when discussing technology in their lives. They are able to navigate between websites and use safe search terms on trusted search engines. They become more confident in using email for communication, including attaching and saving files from emails.</p> <p>KS2 Computing National Curriculum Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.</p> <p>Explain ways to communicate with others online.</p>	<p>Children can use safe search terms on trusted search engines, and evaluate websites based on layout and information. They become more confident in understanding Google rankings, adverts and the reliability of websites.</p> <p>KS2 Computing National Curriculum Children 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. They use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.</p> <p>Search for information using appropriate websites and advanced search functions within Google.</p>			

		<p>Recognise age-appropriate websites.</p> <p>Use safe search filters.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.</p>	<p>Describe the world-wide-web as the part of the internet that contains websites.</p> <p>Add websites to a favourites list.</p> <p>Use search tools to find and use an appropriate website and content.</p> <p>Use strategies to improve results when searching online.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, subject, address, communicate, sender, safe, secure, internet, world-wide-web, social media.</p>	<p>Use strategies to check the reliability of information (cross-check with another source such as books).</p> <p>Talk about the way search results are selected and ranked.</p> <p>Check the reliability of a website, including the photos on site.</p> <p>Tell you about copyright and acknowledge the sources of information.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: world wide web, search, search engine, advanced search, results, Google, browser, terms of use, bias, authority, citation, plagiarism, source, website, secure, https, site, domain, website, browser, address bar.</p>		
Online Safety						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Talk about good and bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you.</p> <p>Play appropriate games on the Internet.</p> <p>Talk about good and bad choices</p>	<p>Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.</p> <p>KS1 Computing National Curriculum Children can use technology safely and respectfully, keeping personal information private; they 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>Children become more aware of their digital footprint by reflecting on their experience on the internet. They are able to understand more about age-appropriate websites and adverts and how adverts are used by companies. Children are also introduced to the concept of plagiarism and citation.</p> <p>KS2 Computing National Curriculum Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways</p>	<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs.</p> <p>KS2 Computing National Curriculum Children use technology safely, respectfully and responsibly. They recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.</p>			

	<p>when using websites – being kind, telling a grown up if something is upsetting us and keeping safe by keeping information private.</p>	<p>Identify what things count as personal information.</p> <p>Identify what is appropriate and inappropriate behaviour on the internet.</p> <p>Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.</p> <p>Seek help from an adult when they see something that is unexpected or worrying.</p> <p>Demonstrate how to safely open and close applications and log on and log off from websites.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p>	<p>to report concerns about content and contact.</p> <p>Reflect on their own digital footprint and behaviour online.</p> <p>Identify what is appropriate and inappropriate behaviour on the internet, recognising the term cyberbullying.</p> <p>Agree and follow sensible online safety rules, e.g. taking pictures, sharing information, storing passwords.</p> <p>Seek help from an adult when they see something that is unexpected or worrying.</p> <p>Demonstrate understanding of age-appropriate websites and adverts.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, internet, world wide web, communicate, message, social media, email, password, cyberbullying/bullying, plagiarism, profiles, account, private, public.</p>	<p>Protect their password and other personal information.</p> <p>Be a good online citizen and friend.</p> <p>Judge what sort of privacy settings might be relevant to reducing different risks.</p> <p>Seek help from an adult when they see something that is unexpected or worrying.</p> <p>Discuss scenarios involving online risk.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject, secure, safe, account, online, private, social media, adverts, cyberbullying, reporting, anonymous, victim, fraud/fraudulent, policy, private/personal.</p>
--	---	---	---	---

