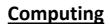


## **Gaddesby Primary School Curriculum**



EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Computers	Computers	Computers	
Access different forms of technology for different purposes (C&L)	Recognise common uses of information technology in the home and school environment	Recognise familiar forms of input and output devices and how they are used	
	Recognise common uses of information technology beyond school	Make efficient use of familiar forms of input and output devices	
		Use other input devices such as cameras or sensors	
		Networks	Networks
		Understand that computer networks enable the sharing of data and information	Begin to use internet services to share and transfer data to a third party
		Understand that the internet is a large network of computers and that information can be shared between computers	Understand how computer networks enable computers to communicate and collaborate
		Understand what servers are and how they provide services to a network	Begin to use internet services within his/her own creations to share and transfer data to a third party
Using a computer	Using a computer	Using a computer	Using a computer
Promote a sensible amount of screen time (PD)	Use technology purposefully to create digital content	With support select and use a variety of software to accomplish goals	Independently select and use appropriate software for a task
Use technology to find out information (UTW)	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	With support select and use a variety of software on a range of digital devices	Independently select, use and combine a variety of software to design and create content for a given audience
	Use technology purposefully to create digital content comparing the benefits of different programs	With support select, use and combine a variety of software on a range of digital devices to accomplish given goals	Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information
			Design and create a range of programs, systems and content for a given audience
			Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information
E-Safety	<u>E-Safety</u>	<u>E-Safety</u>	<u>E-Safety</u>
Discuss keeping safe when using computers (C&L)	Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies	Use technology safely and respectfully, keeping personal information private	Understand the need to only select age appropriate content
	Use technology safely and keep personal information private	Use technology safely and recognise acceptable and unacceptable behaviour	Use technology respectfully and responsibly
		Use technology responsibly and understand that communication online may be seen by others	Identify a range of ways to report concerns about content and contact in and out of school
		Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies	
		Internet searching	Internet searching
		Understand how results are selected and ranked by search engines	Use filters in search technologies effectively and appreciates how results are selected and ranked
		Use simple search technologies	Be discerning when evaluating digital content
		Use simple search technologies and recognise that some sources are more reliable than others	Use filters in search technologies effectively and is discerning when evaluating digital content
			content
Coding	Coding	Coding	Coding
Explore resources in school (for example bee-bots) (PD)	Predict the behaviour of simple programs	Design, write and debug programs that control or simulate virtual events	Design, input and test an increasingly complex set of instructions to a program or device
	Understand what algorithms are and how they are implemented on digital devices	Use logical reasoning to explain how some simple algorithms work	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems
	Use logical reasoning to predict the behaviour of simple programs	Decompose programs into smaller parts	Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated
	Create simple programs	Use logical reasoning to detect and correct errors in algorithms and programs	Design write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user
	Create and debug simple programs	Select, use and combine a variety of software, systems and content that accomplish given goals	Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency
	Debug simple programs by using logical reasoning to predict the actions instructed by the code		Include use of sequences, selection and repetition with the hardware used to explore real world systems
	Understand that programs execute by following precise and unambiguous instructions		Solves problems by decomposing them into smaller parts
			Create programs which use variables
			Use variables, sequence, selection, and repetition in programs
			Use logical reasoning to explain how increasingly complex algorithms work and to detect an
			correct errors in algorithms and programs efficiently