



Gaddesby Primary School Curriculum

Computing



| 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 | E-Safety | E-Safety | E-Safety |
| 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 |
| 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 and correct errors in algorithms and programs efficiently |