Computing Curriculum KS1

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| Year 1 | Use a range of age appropriate programs to create, edit, store and retrieve digital content. |
| Year 1 | Use a password to log on, open and close programs. |
| Year 1 | Save and retrieve work. |
| Year 1 | 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. |
| Year 2 | Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions using Beebots and Probotix. |
| Year 2 | Use Beebots and Probotix to create and debug programs with more than 5 instructions. |
| Year 2 | Use logical reasoning to predict the behaviour of simple programs in Beebots and Probotix. |
| Year 2 | Use the computers to open files, edit them, save them and retrieve the again from the server. Be aware that files can be saved in a variety of different places. |
| Year 2 | Follow instructions to find a website. |
| Year 2 | Recognise common uses of information technology beyond school such as: library databases, phone apps, the internet. |
| Year 2 | 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. |

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| Year 3 | Use Probotix cars and to write and debug programs that include repeating loops. Solve problems which can be broken into smaller parts such as solving mazes or drawing compound shapes. |
| Year 3 | Use sequence, selection and repetition in programs when programming in Scratch to animate and control a character on screen. |
| Year 3 | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs when working in Scratch or with Probots. |
| Year 3 | Use search technologies effectively, understand that multiple key words re needed to narrow searches. |
| Year 3 | Use computers and the internet to: research, write and present a short project on a given topic. This should include text, graphics and other elements. |
| Year 3 | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify the key points of our e-safety strategy. |
| Year 4 | Design, write and debug programs in scratch, Kodu and logo; including controlling Probots or simulating physical systems. |
| Year 4 | Use sequence, selection and repetition in programs: (If loops, forever loops). |
| Year 4 | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| Year 4 | 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. |
| Year 4 | Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content. |
| Year 4 | Use computers and the internet to: research, write and present a project on a given topic. This should include text, graphics, video and hyperlinks. Style choices should be appropriate. |
| Year 4 | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Year 5 | Design, write and debug programs in Scratch and Kodu that accomplish specific goals including: controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. |
| Year 5 | in Scratch and Kodu use sequence selection and repetition in programs; work with variables and various forms of input and output. |
| Year 5 | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| Year 5 | 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. |
| Year 5 | Use search technologies effectively, appreciate how results are selected and ranked, and understand that not all digital content is reliable. |
| Year 5 | Select use and combine a variety of software (including internet services) on a range of digital devices to design and create APPs presentations and other content that accomplish given goals including collecting analysing evaluating and presenting data and information. |
| Year 5 | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Year 6 | Use the Scratch, Kodu and Small Basic platforms to design write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. |
| Year 6 | In Scratch. Kodu and Small Basic use sequence, selection and repetition in programs; work with variables and various forms of input and output. |
| Year 6 | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| Year 6 | 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. |
| Year 6 | Use advanced features of search engines to narrow or broaden searches using 'and' / 'or' modifiers and quotation marks. Understand that some sites rank highly because they pay and make choices accordingly. |
| Year 6 | Use a range of resources both in school and out to produce projects that require a number of different programs or applications to complete. Use cloud services or the VLE to transfer files to and from school. |
| Year 6 | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |