

	EYFS	Year 1	Year 2
Hardware	<p>Learning how to operate a camera to take photographs of meaningful creations or moments.</p> <p>Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</p> <p>Recognising and identifying familiar letters and numbers on a keyboard.</p> <p>Developing basic mouse skills such as moving and clicking.</p>	<p>Learning how to operate a camera or tablet to take photos and videos.</p> <p>Learning how to explore and tinker with hardware to find out how it works.</p> <p>Recognising that some devices are input devices and others are output devices.</p> <p>Learning where keys are located on the keyboard.</p>	<p>Understanding what a computer is and that it's made up of different components.</p> <p>Recognising that buttons cause effects and that technology follows instructions.</p> <p>Learning how we know that technology is doing what we want it to do via its output.</p> <p>Using greater control when taking photos with cameras, tablets or computers.</p> <p>Developing confidence with the keyboard and the basics of touch typing.</p>
Networks and data representation	N/A	N/A	N/A

	Year 3	Year 4	Year 5	Year 6
Hardware	<p>Understanding what the different components of a computer do and how they work together.</p> <p>Drawing comparisons across different types of computers.</p> <p>Learning about the purpose of routers.</p>	<p>Using tablets or digital cameras to film a weather forecast.</p> <p>Understanding that weather stations use sensors to gather and record data which predicts the weather.</p>	<p>Learning that external devices can be programmed by a separate computer.</p> <p>Learning the difference between ROM and RAM.</p> <p>Recognising how the size of RAM affects the processing of data.</p> <p>Understanding the fetch, decode, execute cycle.</p>	<p>Learning about the history of computers and how they have evolved over time.</p> <p>Using the understanding of historic computers to design a computer of the future.</p> <p>Understanding and identifying barcodes, QR codes and RFID.</p> <p>Identifying devices and applications that can scan or read barcodes, QR codes and RFID.</p> <p>Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).</p>
Networks and data representation	<p>Understanding the role of the key components of a network.</p> <p>Identifying the key components within a network, including whether they are wired or wireless.</p> <p>Understanding that websites and videos are files that are shared from one computer to another.</p> <p>Learning about the role of packets.</p> <p>Understanding how networks work and their purpose.</p> <p>Recognising links between networks and the internet.</p> <p>Learning how data is transferred.</p>	<p>Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.</p>	<p>Learning the vocabulary associated with data: data and transmit.</p> <p>Learning how the data for digital images can be compressed.</p> <p>Recognising that computers transfer data in binary and understanding simple binary addition.</p> <p>Relating binary signals (Boolean) to the simple character-based language, ASCII.</p> <p>Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.</p> <p>Understanding how bit patterns represent images as pixels.</p>	<p>Understanding that computer networks provide multiple services.</p>

	EYFS	Year 1	Year 2
Computational thinking	Using logical reasoning to understand simple instructions and predict the outcome.	<p>Learning that decomposition means breaking a problem down into smaller parts.</p> <p>Using decomposition to solve unplugged challenges.</p> <p>Using logical reasoning to predict the behaviour of simple programs.</p> <p>Developing the skills associated with sequencing in unplugged activities.</p> <p>Following a basic set of instructions.</p> <p>Assembling instructions into a simple algorithm.</p>	<p>Articulating what decomposition is.</p> <p>Decomposing a game to predict the algorithms used to create it.</p> <p>Learning that there are different levels of abstraction.</p> <p>Explaining what an algorithm is.</p> <p>Following an algorithm.</p> <p>Creating a clear and precise algorithm.</p> <p>Learning that programs execute by following precise instructions.</p> <p>Incorporating loops within algorithms.</p>
Programming	<p>Following instructions as part of practical activities and games.</p> <p>Learning to give simple instructions.</p> <p>Experimenting with programming a Bee-bot/Blue- bot and learning how to give simple commands.</p> <p>Learning to debug instructions, with the help of an adult, when things go wrong.</p>	<p>Programming a Floor robot to follow a planned route.</p> <p>Learning to debug instructions when things go wrong.</p> <p>Using programming language to explain how a floor robot works.</p> <p>Learning to debug an algorithm in an unplugged scenario.</p>	<p>Using logical thinking to explore software, predicting, testing and explaining what it does.</p> <p>Using an algorithm to write a basic computer program.</p> <p>Using loop blocks when programming to repeat an instruction more than once.</p>

	Year 3	Year 4	Year 5	Year 6
Computational thinking	<p>Using decomposition to explain the parts of a laptop computer.</p> <p>Using decomposition to explore the code behind an animation.</p> <p>Using repetition in programs.</p> <p>Using logical reasoning to explain how simple algorithms work.</p> <p>Explaining the purpose of an algorithm.</p> <p>Forming algorithms independently.</p>	<p>Using decomposition to solve a problem by finding out what code was used.</p> <p>Using decomposition to understand the purpose of a script of code.</p> <p>Identifying patterns through unplugged activities.</p> <p>Using past experiences to help solve new problems.</p> <p>Using abstraction to identify the important parts when completing both plugged and unplugged activities.</p>	<p>Decomposing animations into a series of images.</p> <p>Decomposing a program without support.</p> <p>Decomposing a story to be able to plan a program to tell a story.</p> <p>Predicting how software will work based on previous experience.</p> <p>Writing more complex algorithms for a purpose.</p>	<p>Decomposing a program into an algorithm.</p> <p>Using past experiences to help solve new problems.</p> <p>Writing increasingly complex algorithms for a purpose.</p>
Programming	<p>Using logical thinking to explore more complex software; predicting, testing and explaining what it does.</p> <p>Incorporating loops to make code more efficient.</p> <p>Continuing existing code.</p> <p>Making reasonable suggestions for how to debug their own and others' code.</p>	<p>Creating algorithms for a specific purpose.</p> <p>Coding a simple game.</p> <p>Using abstraction and pattern recognition to modify code.</p> <p>Incorporating variables to make code more efficient.</p>	<p>Programming an animation.</p> <p>Iterating and developing their programming as they work.</p> <p>Confidently using loops in their programming.</p> <p>Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.</p> <p>Writing code to create a desired effect.</p> <p>Using a range of programming commands.</p> <p>Using repetition within a program.</p> <p>Amending code within a live scenario.</p>	<p>Debugging quickly and effectively to make a program more efficient.</p> <p>Remixing existing code to explore a problem.</p> <p>Using and adapting nested loops.</p> <p>Programming using the language Python.</p> <p>Changing a program to personalise it.</p> <p>Evaluating code to understand its purpose.</p> <p>Predicting code and adapting it to a chosen purpose.</p>

	EYFS	Year 1	Year 2
Using software	Using a simple online paint tool to create digital art.	Using a basic range of tools within graphic editing software. Taking and editing photographs. Developing control of the mouse through dragging, clicking and resizing of images to create different effects. Developing understanding of different software tools.	Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts. Using word processing software to type and reformat text. Using software (and unplugged means) to create story animations. Creating and labelling images.
Using email and internet searches	N/A	Recognising devices that are connected to the internet. Searching and downloading images from the internet safely. Understanding that we are connected to others when using the internet.	Searching for appropriate images to use in a document. Understanding what online information is.
Using data	Representing data through sorting and categorising objects in unplugged scenarios. Representing data through physical pictograms. Exploring branch databases through physical games.	Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc. Using representations to answer questions about data. Using software to explore and create pictograms and branching databases.	Collecting and inputting data into a spreadsheet. Interpreting data from a spreadsheet.
Wider use of technology	N/A	Recognising common uses of information technology, including beyond school. Understanding some of the ways we can use the internet.	Learning how computers are used in the wider world.

	Year 3	Year 4	Year 5	Year 6
Using software	<p>Taking photographs and recording video to tell a story.</p> <p>Using software to edit and enhance their video adding music, sounds and text on screen with transitions.</p>	<p>Building a web page and creating content for it.</p> <p>Designing and creating a webpage for a given purpose.</p> <p>Use online software for documents, presentations, forms and spreadsheets.</p> <p>Using software to work collaboratively with others.</p>	<p>Using logical thinking to explore software more independently, making predictions based on their previous experience.</p> <p>Using software programme Sonic Pi/Scratch to create music.</p> <p>Using the video editing software to animate.</p> <p>Identify ways to improve and edit programs, videos, images etc.</p> <p>Independently learning how to use 3D design software package TinkerCAD.</p>	<p>Using logical thinking to explore software independently, iterating ideas and testing continuously.</p> <p>Using search and word processing skills to create a presentation.</p> <p>Creating and editing sound recordings for a specific purpose.</p> <p>Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions.</p> <p>Using design software TinkerCAD to design a product.</p> <p>Creating a website with embedded links and multiple pages.</p>
Using email and internet searches	<p>Learning to log in and out of an email account.</p> <p>Writing an email including a subject, 'to' and 'from.'</p> <p>Sending an email with an attachment.</p> <p>Replying to an email.</p>	<p>Understanding why some results come before others when searching.</p> <p>Using keywords to effectively search for information on the internet.</p> <p>Understanding that information found by searching the internet is not all grounded in fact.</p> <p>Searching the internet for data.</p>	<p>Developing searching skills to help find relevant information on the internet.</p> <p>Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</p>	<p>Understanding how search engines work.</p>

	Year 3	Year 4	Year 5	Year 6
Using data	<p>Understanding the vocabulary to do with databases: field, record, data.</p> <p>Learning about the pros and cons of digital versus paper databases.</p> <p>Sorting and filtering databases to easily retrieve information.</p> <p>Creating and interpreting charts and graphs to understand data.</p>	<p>Understanding that data is used to forecast weather.</p> <p>Recording data in a spreadsheet independently.</p> <p>Sorting data in a spreadsheet to compare using the 'sort by...' option.</p> <p>Designing a device which gathers and records sensor data.</p>	<p>Understanding how data is collected in remote or dangerous places.</p> <p>Understanding how data might be used to tell us about a location.</p>	<p>Understanding how barcodes, QR codes and RFID work.</p> <p>Gathering and analysing data in real time.</p> <p>Creating formulas and sorting data within spreadsheets.</p>
Wider use of technology	<p>Understanding the purpose of emails.</p> <p>Recognising how social media platforms are used to interact.</p>	<p>Understanding that software can be used collaboratively online to work as a team.</p>	<p>Learn about different forms of communication that have developed with the use of technology.</p>	<p>Learning about the Internet of Things and how it has led to 'big data'.</p> <p>Learning how 'big data' can be used to solve a problem or improve efficiency.</p>

EYFS	Year 1	Year 2	
<p>Recognising that a range of technology is used for different purposes.</p> <p>Learning to log in and log out.</p>	<p>Logging in and out and saving work on their own account.</p> <p>When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.</p> <p>Understanding how to interact safely with others online.</p> <p>Recognising how actions on the internet can affect others.</p> <p>Recognising what a digital footprint is and how to be careful about what we post.</p>	<p>Learning how to create a strong password.</p> <p>Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable</p> <p>Identifying whether information is safe or unsafe to be shared online.</p> <p>Learning to be respectful of others when sharing online and ask for their permission before sharing content.</p> <p>Learning strategies for checking if something they read online is true.</p>	
Year 3	Year 4	Year 5	Year 6
<p>Recognising that different information is shared online including facts, beliefs and opinions.</p> <p>Learning how to identify reliable information when searching online.</p> <p>Learning how to stay safe on social media.</p> <p>Considering the impact technology can have on mood.</p> <p>Learning about cyberbullying.</p> <p>Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.</p>	<p>Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others.</p> <p>Learning to make judgements about the accuracy of online searches.</p> <p>Identifying forms of advertising online.</p> <p>Recognising what appropriate behaviour is when collaborating with others online.</p> <p>Reflecting on the positives and negatives of time spent online.</p> <p>Identifying respectful and disrespectful online behaviour.</p>	<p>Identifying possible dangers online and learning how to stay safe.</p> <p>Evaluating the pros and cons of online communication.</p> <p>Recognising that information on the internet might not be true or correct and learning ways of checking validity.</p> <p>Learning what to do if they experience bullying online.</p> <p>Learning to use an online community safely</p>	<p>Learning about the positive and negative impacts of sharing online.</p> <p>Learning strategies to create a positive online reputation.</p> <p>Understanding the importance of secure passwords and how to create them.</p> <p>Learning strategies to capture evidence of online bullying in order to seek help.</p> <p>Using search engines safely and effectively.</p> <p>Recognising that updated software can help to prevent data corruption and hacking.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To be able to understand what a computer keyboard is and recognising some letters and numbers.</p> <p>To know that a mouse can be used to click, drag and create simple drawings.</p> <p>To know that to use a computer you need to log in to it and then log out at the end of your session.</p> <p>To know that different types of technology can be found at home and in school.</p> <p>To know that you can take simple photographs with a camera or iPad.</p> <p>To know that you must hold the camera still and ensure the subject is in the shot to take a photo.</p>	<p>To know that "log in and log out" means to begin and end a connection with a computer.</p> <p>To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.</p> <p>To know that passwords are important for security.</p> <p>To know that when we create something on a computer it can be more easily saved and shared than a paper version.</p> <p>To know some of the simple graphic design features of a piece of online software.</p>	<p>To know the difference between a desktop and laptop computer.</p> <p>To know that people control technology.</p> <p>To know that buttons are a form of input that give a computer an instruction about what to do (output).</p> <p>To know that computers often work together.</p> <p>To know that touch typing is the fastest way to type.</p> <p>To know that I can make text a different style, size and colour.</p> <p>To know that "copy and paste" is a quick way of duplicating text.</p>	<p>To know what a tablet is and how it is different from a laptop/desktop computer.</p> <p>To understand what a network is and how a school network might be organised.</p> <p>To know that a server is central to a network and responds to requests made.</p> <p>To know how the internet uses networks to share files.</p> <p>To know that a router connects us to the internet.</p> <p>To know what a packet is and why it is important for website data transfer.</p> <p>To know the roles that inputs and outputs play on computers.</p> <p>To understand that email stands for 'electronic mail'.</p> <p>To know that an attachment is an extra file added to an email.</p> <p>To understand that emails should contain appropriate and respectful content.</p> <p>To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.</p>	<p>To understand that software can be used collaboratively online to work as a team.</p> <p>To know what type of comments and suggestions on a collaborative document can be helpful.</p> <p>To know that you can use images, text, transitions and animation in presentation slides.</p>	<p>To know how search engines work.</p> <p>To understand that anyone can create a website and therefore we should take steps to check the validity of websites.</p> <p>To know that web crawlers are computer programs that crawl through the internet.</p> <p>To understand what copyright is.</p> <p>To know the difference between ROM and RAM.</p>	<p>To understand the importance of having a secure password and what "brute force hacking" is.</p> <p>To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.</p> <p>To know about some of the historical figures that contributed to technological advances in computing.</p> <p>To understand what techniques are required to create a presentation using appropriate software.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that being able to follow and give simple instructions is important in computing.</p> <p>To understand that it is important for instructions to be in the right order.</p> <p>To understand why a set of instructions may have gone wrong.</p> <p>To know that you can program a Bee-Bot with some simple commands.</p> <p>To understand that debugging means how to fix some simple programming errors.</p> <p>To understand that an algorithm is a set of clear and precise instructions.</p>	<p>To understand that an algorithm is when instructions are put in an exact order.</p> <p>To know that input devices get information into a computer and that output devices get information out of a computer.</p> <p>To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</p> <p>To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</p> <p>To understand the basic functions of a Bee-Bot.</p> <p>To know that you can use a camera/tablet to make simple videos.</p> <p>To know that algorithms move a bee-bot accurately to a chosen destination.</p>	<p>To understand what machine learning is and how that enables computers to make predictions.</p> <p>To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.</p> <p>To know that abstraction is the removing of unnecessary detail to help solve a problem.</p> <p>To know that coding is writing in a special language so that the computer understands what to do.</p> <p>To understand that the character in ScratchJr is controlled by the programming blocks.</p> <p>To know that you can write a program to create a musical instrument or tell a joke.</p>	<p>To know that Scratch is a programming language and some of its basic functions.</p> <p>To understand how to use loops to improve programming.</p> <p>To understand how decomposition is used in programming.</p> <p>To understand that you can remix and adapt existing code.</p>	<p>To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.</p> <p>To know what a conditional statement is in programming.</p> <p>To understand that variables can help you to create a quiz on Scratch.</p> <p>To know that combining computational thinking skills (sequence, abstraction, decomposition etc) can help you to solve a problem.</p> <p>To understand that pattern recognition means identifying patterns to help them work out how the code works.</p> <p>To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.</p>	<p>To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.</p> <p>To understand that using loops can make the process of writing music simpler and more effective.</p> <p>To know how to adapt their code while performing their music.</p> <p>To know that a Micro:bit is a programmable device.</p> <p>To know that Micro:bit uses a block coding language similar to Scratch.</p> <p>To understand and recognise coding structures including variables.</p> <p>To know what techniques to use to create a program for a specific purpose (including decomposition).</p>	<p>To know that there are text-based programming languages such as Logo and Python.</p> <p>To know that nested loops are loops inside of loops.</p> <p>To understand the use of random numbers and remix Python code.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>To understand that holding the camera still and considering angles and light are important to take good pictures.</p> <p>To know that you can edit, crop and filter photographs.</p> <p>To know how to search safely for images online.</p>	<p>To understand that an animation is made up of a sequence of photographs.</p> <p>To know that small changes in my frames will create a smoother looking animation.</p> <p>To understand what software creates simple animations and some of its features e.g. onion skinning.</p>	<p>To know that different types of camera shots can make my photos or videos look more effective.</p> <p>To know that I can edit photos and videos using film editing software.</p> <p>To understand that I can add transitions and text to my video.</p>	<p>To know some of the features of web design software.</p> <p>To know that a website is a collection of pages that are all connected.</p> <p>To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks.</p> <p>To know that websites should be informative and interactive.</p>	<p>To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.</p> <p>To know that decomposition of an idea is important when creating stop-motion animations.</p> <p>To know that editing is an important feature of making and improving a stop motion animation.</p>	<p>To know that radio plays are plays where the audience can only hear the action so sound effects are important.</p> <p>To know that sound clips can be recorded using sound recording software.</p> <p>To know that sound clips can be edited and trimmed.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know that sorting objects into various categories can help you locate information.</p> <p>To know that using yes/no questions to find an answer is a branching database.</p> <p>To know that a pictogram is a way of showing information.</p>	<p>To know how that charts and pictograms can be created using a computer.</p> <p>To understand that a branching database is a way of classifying a group of objects.</p> <p>To know that computers understand different types of 'input'.</p>	<p>To understand that you can enter simple data into a spreadsheet.</p> <p>To understand what steps you need to take to create an algorithm.</p> <p>To know what data to use to answer certain questions.</p> <p>To know that computers can be used to monitor supplies.</p>	<p>To know that a database is a collection of data stored in a logical, structured and orderly manner.</p> <p>To know that computer databases can be useful for sorting and filtering data.</p> <p>To know that different visual representations of data can be made on a computer.</p>	<p>To know that computers can use different forms of input to sense the world around them so that they can record and respond to data. This is called 'sensor data'.</p> <p>To know that a weather machine is an automated machine that responds to sensor data.</p> <p>To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.</p>	<p>To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.</p> <p>To know what numbers using binary code look like and be able to identify how messages can be sent in this format.</p> <p>To understand that RAM is Random Access Memory and acts as the computer's working memory.</p> <p>To know what simple operations can be used to calculate bit patterns.</p>	<p>To know that data contained within barcodes and QR codes can be used by computers.</p> <p>To know that infrared waves are a way of transmitting data.</p> <p>To know that Radio Frequency Identification (RFID) is a more private way of transmitting data.</p> <p>To know that data is often encrypted so that even if it is stolen it is not useful to the thief.</p> <p>To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'.</p> <p>I know that devices or that are not updated are most vulnerable to hackers.</p> <p>To know the difference between mobile data and WiFi.</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	<p>To know that the internet is many devices connected to one another.</p> <p>To know that you should tell a trusted adult if you feel unsafe or worried online.</p> <p>To know that people you do not know on the internet (online) are strangers and are not always who they say they are.</p> <p>To know that to stay safe online it is important to keep personal information safe.</p> <p>To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</p>	<p>To understand the difference between online and offline.</p> <p>To understand what information I should not post online.</p> <p>To know what the techniques are for creating a strong password.</p> <p>To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'</p> <p>To understand that not everything I see or read online is true.</p>	<p>To know that not everything on the internet is true: people share facts, beliefs and opinions online.</p> <p>To understand that the internet can affect your moods and feelings.</p> <p>To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc.</p> <p>To know what social media is and that age restrictions apply.</p>	<p>To understand some of the methods used to encourage people to buy things online.</p> <p>To understand that technology can be designed to act like or impersonate living things.</p> <p>To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.</p> <p>To understand what behaviours are appropriate in order to stay safe and be respectful online.</p>	<p>To know different ways we can communicate online.</p> <p>To understand how online information can be used to form judgements.</p> <p>To understand some ways to deal with online bullying.</p> <p>To know that apps require permission to access private information and that you can alter the permissions.</p> <p>To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.</p>	<p>To know that a 'digital footprint' means the information that exists on the internet as a result of a person's online activity.</p> <p>To know what steps are required to capture bullying content as evidence.</p> <p>To understand that it is important to manage personal passwords effectively.</p> <p>To understand what it means to have a positive online reputation.</p> <p>To know some common online scams.</p>

EYFS	Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Data handling	
	◆ <u>Using a computer</u>	◆ <u>All about instructions</u>	<u>Exploring hardware</u>	◆ <u>Programming Bee-Bots</u>	◆ <u>Introduction to data</u>	
Learning how to operate a camera to take photographs of meaningful creations or moments.			✓			
Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.			✓	✓		
Recognising and identifying familiar letters and numbers on a keyboard.	✓					
Developing basic mouse skills such as moving and clicking.	✓					
Using logical reasoning to understand simple instructions and predict the outcome.	Computer science	✓		✓		
Following instructions as part of practical activities and games.		✓		✓		
Learning to give simple instructions.		✓		✓		
Experimenting with programming a Bee-bot/ Blue-bot and learning how to give simple commands.					✓	
Learning to debug instructions, with the help of an adult, when things go wrong.		✓			✓	

◆NB. Unit appears in the condensed curriculum

EYFS		Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Data handling
		◆ Using a computer	◆ All about instructions	Exploring hardware	◆ Programming Bee-Bots	◆ Introduction to data
Using a simple online paint tool to create digital art.	Information technology	✓				
Representing data through sorting and categorising objects in unplugged scenarios.						✓
Representing data through pictograms.						✓
Exploring branch databases through physical games.						✓
Recognising that a range of technology is used in places such as homes and schools.	Digital literacy			✓		
Learning to log in and log out.		✓				

◆NB. Unit appears in the condensed curriculum

EYFS	Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Data handling
	◆ Using a computer	◆ All about instructions	Exploring hardware	◆ Programming Bee-Bots	◆ Introduction to data
Key knowledge from the unit	To be able to understand what a computer keyboard is and recognise some letters and numbers.	To know that being able to follow and give simple instructions is important in computing.	To know that different types of technology can be found at home and in school.	To know that you can program a Bee-Bot with some simple commands.	To know that sorting objects into various categories can help you locate information.
	To know that a mouse can be used to click, drag and create simple drawings.	To understand that it is important for instructions to be in the right order.	To know that you can take simple photographs with a camera or iPad.	To understand that debugging means how to fix some simple programming errors.	To know that using yes/no questions to find an answer is known as a branching database.
	To know that to use a computer you need to log in to it and then log out at the end of your session.	To understand why a set of instructions may have gone wrong.	To know that you must hold the camera still and ensure the subject is in the shot to take a photo.	To understand that an algorithm is a set of clear and precise instructions.	To know that a pictogram is a way of showing information.

◆NB. Unit appears in the condensed curriculum

Year 1		Computing systems and networks	Programming 1	Skills showcase	Programming 2	Creating media	Data handling	Online safety
		◆ Improving mouse skills	◆ Algorithms unplugged	Rocket to the moon	◆ Bee-Bot (1/2)	Digital imagery	◆ Introduction to data	
Learning how to explore and tinker with hardware to find out how it works.	Computer science	✓			✓	✓	✓	
Recognising that some devices are input devices and others are output devices.			✓				✓	
Learning where keys are located on the keyboard.		✓		✓		✓	✓	
Learning how to operate a camera to take photos and videos.				✓	✓	✓		
Learning that decomposition means breaking a problem down into smaller parts.			✓					
Using decomposition to solve unplugged challenges.			✓			✓		
Using logical reasoning to predict the behaviour of simple programs.					✓	✓		
Developing the skills associated with sequencing in unplugged activities.			✓	✓	✓	✓		

◆NB. Unit appears in the condensed curriculum

Year 1		Computing systems and networks	Programming 1	Skills showcase	Programming 2	Creating media	Data handling	Online safety
		◆ Improving mouse skills	◆ Algorithms unplugged	Rocket to the moon	◆ Bee-Bot (1/2)	Digital imagery	◆ Introduction to data	
Following a basic set of instructions.	Computer science		✓	✓	✓			
Assembling instructions into a simple algorithm.			✓	✓	✓			
Programming a floor robot to follow a planned route.					✓			
Learning to debug instructions when things go wrong.			✓	✓	✓			
Using programming language to explain how a floor robot works.					✓			
Learning to debug an algorithm in an unplugged scenario.			✓	✓	✓			
Using a basic range of tools within graphic editing software.	IT	✓		✓		✓		
Taking and editing photographs.				✓	✓	✓		

◆NB. Unit appears in the condensed curriculum

Year 1		Computing systems and networks	Programming 1	Skills showcase	Programming 2	Creating media	Data handling	Online safety
		◆ Improving mouse skills	◆ Algorithms unplugged	Rocket to the moon	◆ Bee-Bot (1/2)	Digital imagery	◆ Introduction to data	
Developing control of the mouse through dragging, clicking and resizing of images to create different effects.	Information technology	✓		✓		✓	✓	
Developing understanding of different software tools.		✓		✓		✓	✓	
Recognising devices that are connected to the internet.		✓		✓			✓	✓
Understanding that we are connected to others when using the internet.								✓
Searching and downloading images from the internet safely.						✓		
Understanding that technology can be used to represent data in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.				✓			✓	
Using data representations to answer questions about data.							✓	
Using software to explore and create pictograms and branching databases.							✓	

◆NB. Unit appears in the condensed curriculum

Year 1		Computing systems and networks	Programming 1	Skills showcase	Programming 2	Creating media	Data handling	<u>Online safety</u>
		◆ <u>Improving mouse skills</u>	◆ <u>Algorithms unplugged</u>	<u>Rocket to the moon</u>	◆ <u>Bee-Bot (1/2)</u>	<u>Digital imagery</u>	◆ <u>Introduction to data</u>	
Understanding some of the ways we can use the internet.	Information technology							✓
Recognising common uses of information technology, including beyond school.								✓
Logging in and out and saving work on their own account.	Digital literacy	✓		✓				
When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.						✓		✓
Understanding how to interact safely with others online.								✓
Recognising how actions on the internet can affect others.								✓
To be able to recognise what a digital footprint is and how to be careful about what we "post".								✓

◆NB. Unit appears in the condensed curriculum

Year 1	Computing systems and networks	Programming 1	Skills showcase	Programming 2	Creating media	Data handling	<u>Online safety</u>
	◆ <u>Improving mouse skills</u>	◆ <u>Algorithms unplugged</u>	<u>Rocket to the moon</u>	◆ <u>Bee-Bot (1/2)</u>	<u>Digital imagery</u>	◆ <u>Introduction to data</u>	
Key knowledge from the unit	To know that "log in and log out" means to begin and end a connection with a computer.	To understand that an algorithm is when instructions are put in an exact order.	To know that when we create something on a computer it can be more easily saved and shared than a paper version.	To understand the basic functions of a Bee-Bot.	To understand that holding the camera still and considering angles and light are important to take good pictures.	To know how that charts and pictograms can be created using a computer.	To know that the internet is many devices connected to one another.
	To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.	To know that input devices get information into a computer and that output devices get information out of a computer.	To know some of the simple graphic design features of a piece of online software.	To know that you can use a camera/tablet to make simple videos.	To know that you can edit, crop and filter photographs.	To understand that a branching database is a way of classifying a group of objects.	To know what to do if you feel unsafe or worried online - tell a trusted adult.
	To know that passwords are important for security.	To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.	To know that a spreadsheet is an electronic 'table' for sorting data.	To know that algorithms move a Bee-Bot accurately to a chosen destination.	To know how to search safely for images online.	To know that computers understand different types of 'input'.	To know that people you do not know on the internet (online) are strangers and are not always who they say they are.
		To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.					To know that to stay safe online it is important to keep personal information safe.
							To know that 'sharing' online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.

◆NB. Unit appears in the condensed curriculum

Year 2		Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Creating media	Data handling	<u>Online safety</u>
		♦ <u>What is a computer?</u>	♦ <u>Algorithms and debugging</u>	<u>Word Processing</u>	<u>ScratchJr</u>	<u>Stop motion (Option 1/ Option 2)</u>	♦ <u>International Space Station</u>	
Understanding what a computer is and that it's made up of different components.	Computer science	✓						
Recognising that buttons cause effects and that technology follows instructions.		✓			✓			
Learning how we know that technology is doing what we want it to do via its output.		✓						
Using greater control when taking photos with cameras, tablets or computers.		✓				✓		
Developing confidence with the keyboard and the basics of touch typing.			✓	✓			✓	
Articulating what decomposition is.			✓					
Decomposing a game to predict the algorithms used to create it.			✓					
Learning that there are different levels of abstraction.			✓					
Explaining what an algorithm is.			✓			✓		

♦NB. Unit appears in the condensed curriculum

Year 2		Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Creating media	Data handling	Online safety
		♦ What is a computer?	♦ Algorithms and debugging	Word Processing	ScratchJr	Stop motion (Option 1/ Option 2)	♦ International Space Station	
Following an algorithm.	Computer science		✓		✓			
Creating a clear and precise algorithm.			✓		✓			
Learning that programs execute by following precise instructions.			✓		✓			
Incorporating loops within algorithms.			✓		✓			
Using logical thinking to explore software, predicting, testing and explaining what it does.			✓		✓	✓		
Using an algorithm to write a basic computer program.			✓		✓			
Using loop blocks when programming to repeat an instruction more than once.						✓		

♦NB. Unit appears in the condensed curriculum

Year 2		Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Creating media	Data handling	<u>Online safety</u>
		♦ <u>What is a computer?</u>	♦ <u>Algorithms and debugging</u>	<u>Word Processing</u>	<u>ScratchJr</u>	<u>Stop motion (Option 1/ Option 2)</u>	♦ <u>International Space Station</u>	
Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts.	Information technology	✓	✓	✓				
Using word processing software to type and reformat text.		✓		✓				
Using software (and unplugged means) to create story animations.					✓	✓		
Creating and labelling images.		✓					✓	
Searching for appropriate images to use in a document.				✓				
Understanding what online information is.				✓				
Collecting and inputting data into a spreadsheet.							✓	
Interpreting data from a spreadsheet.							✓	
Learning how computers are used in the wider world.		✓					✓	

♦NB. Unit appears in the condensed curriculum

Year 2	Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Creating media	Data handling	<u>Online safety</u>
	♦ <u>What is a computer?</u>	♦ <u>Algorithms and debugging</u>	<u>Word Processing</u>	<u>ScratchJr</u>	Stop motion (Option 1/ Option 2)	♦ <u>International Space Station</u>	
Identifying whether information is safe or unsafe to be shared online.			✓				✓
Learning how to create a strong password.							✓
Learning to be respectful of others when sharing online and ask for their permission before sharing content.							✓
Learning strategies for checking if something they read online is true.							✓
Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.							✓

Digital literacy

♦NB. Unit appears in the condensed curriculum

Year 2	Computing systems and networks 1	Programming 1	Computing systems and networks 2	Programming 2	Creating media	Data handling	Online safety
	◆ What is a computer?	◆ Algorithms and debugging	Word Processing	ScratchJr	Stop motion (Option 1/ Option 2)	◆ International Space Station	
Key knowledge from the unit	To know the difference between a desktop and laptop computer.	To understand what machine learning is and how it enables computers to make predictions.	To know that touch typing is the fastest way to type.	To know that coding is writing in a special language so that the computer understands what to do.	To understand that an animation is made up of a sequence of photographs.	To understand that you can enter simple data into a spreadsheet.	To understand the difference between online and offline.
	To know that people control technology.	To know that loops in programming are where you set a certain instruction (or instructions) to be repeated multiple times.	To know that I can make text a different style, size and colour.	To understand that the character in ScratchJr is controlled by the programming blocks.	To know that small changes in my frames will create a smoother looking animation.	To understand what steps you need to take to create an algorithm.	To understand what information I should not post online.
	To know some input devices that give a computer an instruction about what to do (output).	To know that abstraction is the removing of unnecessary detail to help solve a problem.	To know that "copy and paste" is a quick way of duplicating text.	To know that you can write a program to create a musical instrument or tell a joke.	To understand what software creates simple animations and some of its features e.g. onion skinning.	To know what data to use to answer certain questions.	To know what the techniques are for creating a strong password.
	To know that computers often work together.					To know that computers can be used to monitor supplies.	To know that you should ask permission from others before sharing about them online and that they have the right to say 'no.'
							To understand that not everything I see or read online is true.

◆NB. Unit appears in the condensed curriculum

Year 3		Computing systems and networks 1	Programming	Computing systems and networks 2	Computing systems and networks 3	Creating media	Data handling	<u>Online safety</u>
		◆ <u>Networks</u>	◆ <u>Scratch</u>	Emailing (G/MO)	◆ <u>Journey inside a computer</u>	◆ Video trailers (1/2)	Comparisons cards databases (G/MO)	
Understanding what the different components of a computer do and how they work together.	Computer science				✓			
Learning about the purpose of routers.		✓						
Drawing comparisons across different types of computers.					✓			
Understanding the role of the key components of a network.		✓						
Understanding that websites & videos are files that are shared from one computer to another.		✓						
Learning about the role of packets.		✓						
Understanding how networks work and their purpose.		✓						
Identifying the key components within a network, including whether they are wired or wireless.		✓						
Recognising links between networks and the internet.		✓						

◆NB. Unit appears in the condensed curriculum

Year 3	Computing systems and networks 1	Programming	Computing systems and networks 2	Computing systems and networks 3	Creating media	Data handling	Online safety
	✦ Networks	✦ Scratch	Emailing (G//MO)	✦ Journey inside a computer	✦ Video trailers (1/2)	Comparisons cards databases (G/MO)	
Learning how data is transferred.	✓						
Using decomposition to explain the parts of a laptop computer.				✓			
Using decomposition to explore the code behind an animation.		✓					
Using repetition in programs.		✓					
Using logical reasoning to explain how simple algorithms work.		✓					
Explaining the purpose of an algorithm.		✓		✓			
Forming algorithms independently.		✓					
Using logical thinking to explore more complex software; predicting, testing and explaining what it does.		✓			✓	✓	
Incorporating loops to make code more efficient.		✓					
Continuing existing code.		✓					
Making reasonable suggestions for how to debug their own and others' code.		✓					

Computer science

✦NB. Unit appears in the condensed curriculum

Year 3		Computing systems and networks 1	Programming	Computing systems and networks 2	Computing systems and networks 3	Creating media	Data handling	<u>Online safety</u>
		✦ <u>Networks</u>	✦ <u>Scratch</u>	Emailing (G//MO)	✦ <u>Journey inside a computer</u>	✦ Video trailers (1/2)	Comparisons cards databases (G/MO)	
Taking photographs and recording video to tell a story.	Information technology					✓		
Using software to edit and enhance their video adding music, sounds and text on screen with transitions.						✓		
Learning to log in and out of an email account.				✓				
Writing an email including a subject, 'to' and 'from'.				✓				
Sending an email with an attachment.				✓				
Replying to an email.				✓				
Understanding the vocabulary associated with databases: field, record, data.							✓	
Learning about the pros and cons of digital versus paper databases.							✓	
Sorting and filtering databases to easily retrieve information.							✓	

✦NB. Unit appears in the condensed curriculum

Year 3		Computing systems and networks 1	Programming	Computing systems and networks 2	Computing systems and networks 3	Creating media	Data handling	Online safety
		✦ Networks	✦ Scratch	Emailing (G//MO)	✦ Journey inside a computer	✦ Video trailers (1/2)	Comparisons cards databases (G/MO)	
Creating and interpreting charts and graphs to understand data.	Information technology						✓	
Recognising how social media platforms are used to interact.								✓
Understanding the purpose of emails.				✓				
Recognising that different information is shared online including facts, beliefs and opinions.	Digital literacy							✓
Learning how to identify reliable information when searching online.								✓
Learning how to stay safe on social media.								✓
Considering the impact technology can have on mood.								✓
Learning about cyberbullying.				✓				
Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.				✓				

✦NB. Unit appears in the condensed curriculum

Year 3	Computing systems and networks 1	Programming	Computing systems and networks 2	Computing systems and networks 3	Creating media	Data handling	<u>Online safety</u>
	◆ <u>Networks</u>	◆ <u>Scratch</u>	Emailing (G//MO)	◆ <u>Journey inside a computer</u>	◆ Video trailers (1/2)	Comparisons cards databases (G/MO)	
Key knowledge from the unit	To understand that a network is a group of interconnected devices.	To know that Scratch is a programming language and some of its basic functions.	To understand that email stands for 'electronic mail.'	To know the roles that inputs and outputs play on computers.	To know that different types of camera shots can make my photos or videos look more effective.	To know that a database is a collection of data stored in a logical, structured and orderly manner.	To know that not everything on the internet is true: people share facts, beliefs and opinions online.
	To know the components that make up a network (Wireless access point/WAP, Network switch, Router, Server and devices).	To understand how to use loops to improve programming.	To know that an attachment is an extra file added to an email.	To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.	To know that I can edit photos and videos using film editing software.	To know that computer databases can be useful for sorting and filtering data.	To understand that the internet can affect your moods and feelings.
	To know that a server is central to a network and responds to requests made.	To understand how decomposition is used in programming.	To understand that emails should contain appropriate and respectful content.	To know what a tablet is and how it is different from a laptop/desktop computer.	To understand that I can add transitions and text to my video.	To know that different visual representations of data can be made on a computer.	To know that privacy settings limit who can access your important personal information such as your name, age, gender etc.
	To know that the internet connects all the networks around the world.	To understand that you can remix and adapt existing code.	To know that cyberbullying is bullying using electronics such as a computer or phone.				To know what social media is and that age restrictions apply.
	To know that a router connects us to the internet.						
	To know what a packet is and why it is important for website data transfer.						

◆NB. Unit appears in the condensed curriculum

Year 4		Computing systems and networks	Programming 1	Creating media	Skills showcase	Programming 2	Data handling	Online safety
		◆ Collaborative learning	◆ Further coding with Scratch	Website design (G/MO)	◆ HTML	◆ Computational thinking	Investigating weather	
Using tablets or digital cameras to film a weather forecast.	Computer science						✓	
Understanding that weather stations use sensors to gather and record data which predicts the weather.							✓	
Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.		✓						
Using decomposition to solve a problem by finding out what code was used.			✓			✓		
Using decomposition to understand the purpose of a script of code.			✓			✓		
Identifying patterns through unplugged activities.						✓		

◆NB. Unit appears in the condensed curriculum

Year 4		Computing systems and networks	Programming 1	Creating media	Skills showcase	Programming 2	Data handling	Online safety
		◆ Collaborative learning	◆ Further coding with Scratch	Website design (G/MO)	◆ HTML	◆ Computational thinking	Investigating weather	
Using past experiences to help solve new problems.	Computer science					✓		
Using abstraction to identify the important parts when completing both plugged and unplugged activities.						✓		
Creating algorithms for a specific purpose.			✓			✓		
Coding a simple game.			✓					
Using abstraction and pattern recognition to modify code.						✓		
Incorporating variables to make code more efficient.			✓					
Remixing existing code.			✓			✓		

◆NB. Unit appears in the condensed curriculum

Year 4		Computing systems and networks	Programming 1	Creating media	Skills showcase	Programming 2	Data handling	Online safety
		✦ Collaborative learning	✦ Further coding with Scratch	Website design (G/MO)	✦ HTML	✦ Computational thinking	Investigating weather	
Building a web page and creating content for it.	Information technology			✓	✓			
Designing and creating a webpage for a given purpose.				✓				
Use online software for documents, presentations, forms and spreadsheets.		✓						
Using software to work collaboratively with others.		✓		✓				
Understanding why some results come before others when searching.								✓
Using keywords to effectively search for information on the internet.							✓	
Understanding that information found by searching the internet is not all grounded in fact.					✓			✓
Searching the internet for data.							✓	
Designing a device which gathers and records sensor data.							✓	

✦NB. Unit appears in the condensed curriculum

Year 4		Computing systems and networks	Programming 1	Creating media	Skills showcase	Programming 2	Data handling	<u>Online safety</u>
		✦ <u>Collaborative learning</u>	✦ <u>Further coding with Scratch</u>	Website design (G/MO)	✦ <u>HTML</u>	✦ <u>Computational thinking</u>	<u>Investigating weather</u>	
Recording data in a spreadsheet independently.	Information technology						✓	
Sorting data in a spreadsheet to compare using the 'sort by...' option.							✓	
Understanding that data is used to forecast weather.							✓	
Understanding that software can be used collaboratively online to work as a team.		✓						
Learning to make judgements about the accuracy of online searches.	Digital literacy							✓
Identifying forms of advertising online.								✓
Recognising what appropriate behaviour is when collaborating with others online.		✓						
Reflecting on the positives and negatives of time online.								✓
Identifying respectful and disrespectful online behaviour.								✓
Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others.					✓			✓

✦NB. Unit appears in the condensed curriculum

Year 4	Computing systems and networks	Programming 1	Creating media	Skills showcase	Programming 2	Data handling	<u>Online safety</u>
	◆ <u>Collaborative learning</u>	◆ <u>Further coding with Scratch</u>	<u>Website design (G/MO)</u>	◆ <u>HTML</u>	◆ <u>Computational thinking</u>	<u>Investigating weather</u>	
Key knowledge from the unit	To understand that software can be used collaboratively online to work as a team.	To understand that a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.	To know that a website is a collection of pages that are all connected.	To understand and identify examples of HTML tags.	To know that combining computational thinking skills can help you to solve a problem.	To know that computers can use different forms of input to sense the world around them so that they can record and respond to data ('sensor data').	To understand some of the methods used to encourage people to buy things online.
	To know what type of comments and suggestions on a collaborative document can be helpful.	To know what a conditional statement is in programming.	To know that websites usually have a homepage and subpages as well as clickable links to new pages, called hyperlinks.	To understand what changing the HTML and CSS does to alter the appearance of an object on the web .	To understand that pattern recognition means identifying patterns to help them work out how the code works.	To know that a weather machine is an automated machine that respond to sensor data.	To understand that technology can be designed to act like or impersonate living things.
	To know that you can use images, text, transitions and animation in presentation slides.	To understand that variables can help you to create a quiz on Scratch.	To know that websites should be informative and interactive.	To understand that copyright means that those images are protected and to understand that we should do a "creative commons" image search if we wish to use images from the internet.	To understand that algorithms can be used for a number of purposes e.g. animation, games design etc.	To understand that weather forecasters use specific language, expression and pre-prepared scripts to help create weather forecast films.	To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology.
				To know what "fake news" is and ways to spot websites that carry this type of misinformation.			To understand what behaviours are appropriate in order to stay safe and be respectful online.
				To know what the "inspect" elements tool is and ways of using it to explore and alter text and images.			

◆NB. Unit appears in the condensed curriculum

Year 5		Computing systems and networks	Programming 1	Data handling	Programming 2	Creating media	Skills showcase	<u>Online safety</u>
		◆ <u>Search engines</u>	◆ Music (1/2)	◆ <u>Mars Rover 1</u>	<u>Micro:bit</u>	Stop motion animation (1/2)	<u>Mars Rover 2</u>	
Learning that external devices can be programmed by a separate computer.	Computer science			✓				
Learning the difference between ROM and RAM.							✓	
Recognising how the size of RAM affects the processing of data.				✓			✓	
Understanding the fetch, decode, execute cycle.							✓	
Learning the vocabulary associated with data: data and transmit.				✓				
Learning how the data for digital images can be compressed.							✓	
Recognising that computers transfer data in binary and understanding simple binary addition.				✓			✓	
Relating binary signals (Boolean) to the simple character-based language, ASCII.				✓				
Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations.				✓				

◆NB. Unit appears in the condensed curriculum

Year 5	Computing systems and networks	Programming 1	Data handling	Programming 2	Creating media	Skills showcase	Skills showcase	Online safety
	◆ Search engines	◆ Music (1/2)	◆ Mars Rover 1	Micro:bit	Stop motion animation (1/2)	Mars Rover 2		
Understanding how bit patterns represent images as pixels.	Computer science					✓		
Decomposing animations into a series of images.					✓			
Decomposing a program without support.					✓			
Decomposing a story to be able to plan a program to tell a story.						✓		
Predicting how software will work based on previous experience.		✓			✓			
Writing more complex algorithms for a purpose.		✓			✓			
Programming an animation.					✓			
Iterating and developing their programming as they work.		✓			✓			
Confidently using loops in their programming.		✓			✓			

◆NB. Unit appears in the condensed curriculum

Year 5		Computing systems and networks	Programming 1	Data handling	Programming 2	Creating media	Skills showcase	Skills showcase	Online safety
		Search engines	Music (1/2)	Mars Rover 1	Micro:bit	Stop motion animation (1/2)	Mars Rover 2		
Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.	Computer science		✓		✓				
Writing code to create a desired effect.			✓		✓				
Using a range of programming commands.			✓		✓				
Using repetition within a program.			✓		✓				
Amending code within a live scenario.			✓						
Using logical thinking to explore software more independently, making predictions based on their previous experience.	Information technology		✓		✓		✓		
Using a software programme (Sonic Pi/Scratch) to create music.			✓						
Using video editing software to animate.						✓			
Identify ways to improve and edit programs, videos, images etc.			✓		✓				
Independently learning how to use 3D design software package TinkerCAD.								✓	

◆NB. Unit appears in the condensed curriculum

Year 5		Computing systems and networks	Programming 1	Data handling	Programming 2	Creating media	Skills showcase	Skills showcase	Online safety
		Search engines	Music (1/2)	Mars Rover 1	Micro:bit	Stop motion animation (1/2)	Mars Rover 2		
Developing searching skills to help find relevant information on the internet.	Information technology	✓							
Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.		✓							
Understanding how data is collected in remote or dangerous places.				✓					
Understanding how data might be used to tell us about a location.				✓					
Learn about different forms of communication that have developed with the use of technology.		✓		✓			✓		
Identifying possible dangers online and learning how to stay safe.	Digital literacy							✓	
Evaluating the pros and cons of online communication.								✓	
Recognising that information on the Internet might not be true or correct and learning ways of checking validity.		✓						✓	
Learning what to do if they experience bullying online.								✓	
Learning to use an online community safely.								✓	

◆NB. Unit appears in the condensed curriculum

Year 5	Computing systems and networks	Programming 1	Data handling	Programming 2	Creating media	Skills showcase	Skills showcase	<u>Online safety</u>
	♦ <u>Search engines</u>	♦ <u>Music (1/2)</u>	♦ <u>Mars Rover 1</u>	<u>Micro:bit</u>	<u>Stop motion animation (1/2)</u>	<u>Mars Rover 2</u>		
Key knowledge from the unit	To know how search engines work.	To know that a soundtrack is music for a film/video and that one way of composing these is on programming software.	To know that Mars Rover is a motor vehicle that collects data from space by taking photos and examining samples of rock.	To know that a Micro:bit is a programmable device.	To know that decomposition of an idea is important when creating stop-motion animations.	To understand that bit patterns represent images as pixels.	To know different ways we can communicate online.	
	To understand that anyone can create a website and therefore we should take steps to check the validity of websites.	To understand that using loops can make the process of writing music simpler and more effective.	To know what numbers using binary code look like and be able to identify how messages can be sent in this format.	To know that Micro:bit uses a block coding language similar to Scratch.	To understand that stop motion animation is an animation filmed one frame at a time using models, and with tiny changes between each photograph.	To understand that the data for digital images can be compressed.	To understand how online information can be used to form judgements.	
	To know that web crawlers are computer programs that crawl through the internet.	To know how to adapt their music while performing.	To understand that RAM is Random Access Memory and acts as the computer's working memory.	To understand and recognise coding structures including variables.	To know that editing is an important feature of making and improving a stop motion animation.	To know the difference between ROM and RAM.	To understand some ways to deal with online bullying.	
	To understand what copyright is.		To know what simple operations can be used to calculate bit patterns.	To know what techniques to use to create a program for a specific purpose (including decomposition).		To understand various techniques that will improve the design of a 3D object (using CAD software).	To know that apps require permission to access private information and that you can alter the permissions.	
							To know where I can go for support if I am being bullied online or feel that my health is being affected by time online.	

Key skills and knowledge by unit

♦NB. Unit appears in the condensed curriculum
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Year 6		Computing systems and networks	Programming	Data handling 1	Creating media	Data handling 2	Skills showcase	<u>Online safety</u>
		◆ <u>Bletchley Park</u>	◆ <u>Introduction to Python</u>	◆ <u>Big Data 1</u>	◆ <u>History of computers</u>	<u>Big Data 2</u>	<u>Inventing a product</u>	
Learning about the history of computers and how they have evolved over time.	Computer science	✓			✓			
Using the understanding of historic computers to design a computer of the future.					✓			
Understanding and identifying barcodes, QR codes and RFID.				✓				
Identifying devices and applications that can scan or read barcodes, QR codes and RFID.				✓				
Understanding how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).						✓		
Understanding that computer networks provide multiple services.						✓		
Decomposing a program into an algorithm.			✓					
Using past experiences to help solve new problems.		✓					✓	
Writing increasingly complex algorithms for a purpose.		✓	✓				✓	

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Year 6		Computing systems and networks	Programming	Data handling 1	Creating media	Data handling 2	Skills showcase	Online safety
		◆ Bletchley Park	◆ Introduction to Python	◆ Big Data 1	◆ History of computers	Big Data 2	Inventing a product	
Debugging quickly and effectively to make a program more efficient.	Computer science	✓	✓				✓	
Remixing existing code to explore a problem.		✓	✓				✓	
Using and adapting nested loops.			✓					
Programming using the language Python.			✓					
Changing a program to personalise it.		✓	✓				✓	
Evaluating code to understand its purpose.		✓	✓				✓	
Predicting code and adapting it to a chosen purpose.		✓					✓	

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Year 6		Computing systems and networks	Programming	Data handling 1	Creating media	Data handling 2	Skills showcase	<u>Online safety</u>
		✦ <u>Bletchley Park</u>	✦ <u>Introduction to Python</u>	✦ <u>Big Data 1</u>	✦ <u>History of computers</u>	<u>Big Data 2</u>	<u>Inventing a product</u>	
Using logical thinking to explore software independently, iterating ideas and testing continuously.	Information technology		✓				✓	
Using search and word processing skills to create a presentation.		✓			✓	✓		
Planning, recording and editing a radio play.					✓			
Creating and editing sound recordings for a specific purpose.					✓			
Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions.							✓	
Using design software TinkerCAD to design a product.							✓	
Creating a website with embedded links and multiple pages.							✓	
Understanding how search engines work.		✓					✓	

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Year 6		Computing systems and networks	Programming	Data handling 1	Creating media	Data handling 2	Skills showcase	<u>Online safety</u>	
		✦ <u>Bletchley Park</u>	✦ <u>Introduction to Python</u>	✦ <u>Big Data 1</u>	✦ <u>History of computers</u>	<u>Big Data 2</u>	<u>Inventing a product</u>		
Understanding how barcodes, QR codes and RFID work.	Information technology			✓					
Gathering and analysing data in real time.				✓					
Creating formulas and sorting data within spreadsheets.				✓		✓			
Learning about the Internet of Things and how it has led to 'big data'.						✓			
Learning how 'big data' can be used to solve a problem or improve efficiency.				✓		✓			
Learning about the positive and negative impacts of sharing online.	Digital literacy							✓	
Learning strategies to create a positive online reputation.								✓	
Understanding the importance of secure passwords and how to create them.		✓							✓
Learning strategies to capture evidence of online bullying in order to seek help.									✓
Using search engines safely and effectively.		✓						✓	
Recognising that updated software can help to prevent data corruption and hacking									✓

✦NB. Unit appears in the condensed curriculum

Year 6	Computing systems and networks	Programming	Data handling 1	Creating media	Data handling 2	Skills showcase	Online safety
	◆ Bletchley Park	◆ Introduction to Python	◆ Big Data 1	◆ History of computers	Big Data 2	Inventing a product	
Key knowledge from the unit	To understand the importance of having a secure password and what "brute force hacking" is.	To know that there are text-based programming languages such as Logo and Python.	To know that data contained within barcodes and QR codes can be used by computers.	To know that radio plays are plays where the audience can only hear the action so sound effects are important.	To know that data can become corrupted within a network but this is less likely to happen if it is sent in 'packets'.	To know what designing an electronic product involves.	To know that a digital footprint means the information that exists on the internet as a result of a person's online activity.
	To know that the first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2.	To know that nested loops are loops inside of loops.	To know that infrared waves are a way of transmitting data.	To know that sound clips can be recorded using sound recording software.	I know that devices or that are not updated are most vulnerable to hackers.	To know which programming software/ language is best to achieve a purpose.	To know what steps are required to capture bullying content as evidence.
	To know about some of the historical figures that contributed to technological advances in computing.	To understand the use of random numbers and remix Python code.	To know that Radio Frequency Identification (RFID) is a more private way of transmitting data.	To know that sound clips can be edited and trimmed.	To know the difference between mobile data and WiFi.	To know the building blocks of computational thinking e.g. sequence, selection, repetition, variables and inputs and outputs.	To understand that it is important to manage personal passwords effectively.
	To understand what techniques are required to create a presentation using appropriate software.		To know that data is often encrypted so that even if it is stolen it is not useful to the thief.				To understand what it means to have a positive online reputation.
							To know some common online scams.

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