Curriculum Handbook for Computing

Intent, Implementation, Impact/ SEND Provision/ SMSC Statement/ Long Term Plan / Progression of Skills

St. Martin's
C. of E. Primary School
Serve one another in love

Galatians 5v13

Computing Curriculum

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.'
(National Curriculum, 2014)

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Curriculum Intent

At St. Martin's C of E (VA) Primary School, we recognise that children need to experience the four elements of computing advocated within the National Curriculum. We believe this will enable children to not only use technology, but to understand it, create with it and prepare them for the constantly evolving digital world in which they live. The knowledge and skills taught within the curriculum supports the children to develop their sense of self, sense of others and sense of the world. Our intention is that Computing also supports children's creativity and cross curricular learning, to engage children and enrich their experiences in school.

Knowledge in Computing is defined as:

Substantive Knowledge-

- This is understanding how to use technology, how to be safe and knowing how to program. This is developed through deliberate practice and by children applying their knowledge of how to be computational thinkers.

- This is the use and interpretation of substantive knowledge in order to develop original digital content and programs.

Curriculum implementation

At St. Martin's we teach the National Curriculum, supported by a clear skills and knowledge progression through a spiral curriculum. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children in each class. To ensure a broad range of skills and understanding, Computing is taught across three main strands: digital literacy, computer science and information technology.

Online safety is taught throughout the year too to ensure that it is frequently discussed to ensure the key messages are covered often.

The curriculum is wide and varied through the three main strands and children have the opportunity to access a wide range of programmes for different purposes. Throughout their journey at St Martin's children also get the opportunity to showcase their skills in special units of work that focus on creating with a real purpose.

We also teach a progression of Computing vocabulary to support children in their understanding. We give children access to a wide range of good quality resources and equipment so that they can be successful in computing.

Curriculum Impact

Our Computing Curriculum at St. Martin's aims to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish. We want our pupils to be able to operate in the 21st century workplace and be aware of the career opportunities that will be open to them, if they study computing. Children become autonomous, independent users of various computing technologies, gaining confidence and enjoyment from their activities. Technology supports learning across the entire curriculum and ensures that our curriculum is accessible to every child.

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
The ability to explain a Computing concept/provide reasoning to explain. The ability to recall basic information about each area of Computing. Understanding of subject specific vocabulary. Understanding of online safety.	Use stem sentences to provide subject specific language in a particular format. Provide visuals to aid understanding of computing practices and systems. Pre-teach can be used to revisit key information as well as planned consolidation. Pre-teach subject specific vocabulary. Use stem sentences and visuals to aid understanding	Expressing themselves and sharing their understanding. EAL pupils may find it difficult to access resources/learning.	Use stem sentences and visuals to provide subject specific language in a particular format. Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer. Use a reduced number of simple instructions which are supported by visuals. Appropriate modelling to aid understanding.
Sensory and Physical		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Physical, audio or visual difficulties accessing specific equipment.	Ensure that any resources used are fully accessible for children with physical, audio and visual disabilities e.g. magnified screen. Ensure that font size used in resources matches the specific font size specified in the child's report provided by outside agencies. Enlarge images to appropriate sizes to aid access. Use headphones where appropriate.	Understanding of online safety and age appropriate concepts.	Use stem sentences and visuals to aid understanding. Staff members to have an awareness of individual children's needs and if necessary liaise with SENCO, Compass Buzz and Thrive leaders.

Computing

Spiritual

- Computing supports spiritual development by looking at how Computing can bring rapid benefits to discussions and tolerance to an individual's beliefs. However, children are also exposed to the limitations and abuse of the internet where they question and justify the aims, values and principles of their own and others' belief systems.

Moral

- Computing supports moral development by looking at how ICT developments have had an impact on the environment as technology has meant that old ways of working have been changed to help the environment.

Social

- Computing supports social development by completing of group work within lessons as well as practical tasks. Children are required to understand about social media and the advantages these sites have brought as well as the numerous problems such as cyber bullying.

Cultural

- The development in technology has impacted different cultures and backgrounds in different ways. More developed countries are able to keep pace with the developments in technology whilst less developed ones can't.

EYFS

The Bays	Name Of Unit	Strand	Key Vocabulary	Suggested Activities
In EYFS the children explore Computing and ICT through core provision. This can be revisited, explored and consolidated independently and with a member of staff.				
Autumn 1 Autumn 2	Exploring Hardware	Computing systems and networks	Naming items in the tray such as a mouse, screen, camera etc.	Explore hardware, match picture
Spring 1	All About Instructions	Programming	Instructions, debugging	Simon Says Using blindfolds Washing hands
Spring 2	Programming Bee-Bots	Programming	Directional language such as right, left, forwards	Programming a Bee Bot in a tray around a course
Summer 1	Introduction To Data	Data Handling	Sorting, yes,no, branching database (flow chart)	Sort children into groups, sorting objects. Asking yes/no questions
Summer 2	Using a computer	Computing systems and networks	Logging in, mouse control, clicking, dragging.	Learning how to log into the Chromebook and use the mouse and keyboard to access age appropriate games such as topmarks maths number game.

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Key Stage 1

Burniston Rocks	Name Of Unit	Strand
Autumn 1	Programming Bee-Bots	Programming
Autumn 2	Word Processing Skills	Computing systems and networks
Spring 1	Improving Mouse Skills	Computing systems and networks
Spring 2	Rocket To The Moon	Skills Showcase
Summer 1	Digital Imagery	Creating Media
Summer 2	Introduction to Data	Data Handling
Ongoing	Online Safety	Lessons threaded through the year – 1st lesson of each term.

Hayburn Wyke	Name Of Unit	Strand
Autumn 1	Improving Mouse Skills (*3 lessons*) (Y1) What Is A Computer? *(full unit)* (Y2)	Computing systems and networks
Autumn 2	Algorithms Unplugged (Y1)	Programming
Spring 1	Programming Bee Bots (Y1)	Skills Showcase
Spring 2	Programming: Scratch Jr (Y2)	Programming
Summer 1	Stop Motion (Y2)	Creating Media
Summer 2	Introduction to Data (Y1)	Data Handling
Ongoing	Online Safety	Lessons threaded through the year – 1st lesson of each term.

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Ravenscar	Name Of Unit	Strand
Autumn 1	What Is A Computer?	Computing systems and networks
Autumn 2	Algorithms and debugging	Programming
Spring 1	Word Processing	Computing systems and networks
Spring 2	Programming: Scratch Jr	Programming
Summer 1	Stop Motion	Creating Media
Summer 2	International Space Station	Data Handling
Ongoing	Online Safety	Lessons threaded through the year - 1st lesson of each term.

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Key Stage 2

Boggle Hole	Name Of Unit	Strand
Autumn 1	Networks	Computing systems and networks
Autumn 2	Programming: Scratch	Programming
Spring 1	Emailing (Google)	Computing systems and networks
Spring 2	Journey inside a computer	Computing systems and networks
Summer 1	Video trailers	Creating Media
Summer 2	Comparison Cards Databases	Data Handling
Ongoing	Online Safety	Lessons threaded through the year - 1st lesson of each term.

Robin Hood's Bay	Name Of Unit	Strand
Autumn 1	Collaborative Learning (Y4)	Computing systems and networks
Autumn 2	Further Coding with Scratch (Y4)	Programming
Spring 1	Emailing (Google) (Y3)	Computing systems and networks
Spring 2	HTML (Y4)	Skills Showcase
Summer 1	Data Handling (Y4)	Data Handling
Summer 2	Video Trailers (Y3)	Creating Media
Ongoing	Online Safety	Lessons threaded through the year - 1st lesson of each term.

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Saltwick Bay	Name Of Unit	Strand
Autumn 1	Search Engines (Y5)	Computing systems and networks
Autumn 2	Further Coding with Scratch (Y4)	Programming
Spring 1	Website Design (Y4)	Creating Media
Spring 2	HTML (Y4)	Skills Showcase
Summer 1	Stop Motion Animation (Y5)	Creating Media
Summer 2	Investigating weather (Y4)	Data Handling
Ongoing	Online Safety	Lessons threaded through the year - 1st lesson of each term.

Sandsend	Name Of Unit	Strand
Autumn 1	Search engines	Computing systems and networks
Autumn 2	Programming Music: Scratch	Programming
Spring 1	Mars Rover 1	Data Handling
Spring 2	Micro:bit	Programming
Summer 1	Stop motion animation	Creating Media
Summer 2	Mars Rover 2	Skills Showcase
Ongoing	Online Safety	Lessons threaded through the year - 1st lesson of each term.

Runswick Bay	Name Of Unit	Strand
Autumn 1	Bletchley Park	Computing systems and networks
Autumn 2	Intro To Python	Programming
Spring 1	Big Data 1	Data Handling
Spring 2	History Of Computers	Creating Media
Summer 1	Big Data 2	Data Handling
Summer 2	Inventing a Product	Skills Showcase
Ongoing	Online Safety	Lessons threaded through the year - 1st lesson of each term.

Computing Systems and Networks

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

Programming

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

Creating Media

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

Data Handling

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

Online Safety

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
N/A	To know that the internet is many devices connected to one another. To know that you should tell a trusted adult if you feel unsafe or worried online. 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 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.	To understand the difference between online and offline. To understand what information I should not post online. To know what the techniques are for creating a strong password. 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.	To know that not everything on the internet is true: people share facts, beliefs and opinions online. To understand that the internet can affect your moods and feelings. To know that privacy settings limit who can access your important personal information Information, such as your name, age, gender etc. To know what social media is and that age restrictions apply.	To understand some of the methods used to encourage people to buy things online. To understand that technology can be designed to act like or impersonate living things. To understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. To understand what behaviours are appropriate in order to stay safe and be respectful online.	To know different ways we can communicate online. To understand how online information can be used to form judgements. To understand some ways to deal with online bullying. 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.	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 what steps are required to capture bullying content as evidence. To understand that it is important to manage personal passwords effectively. To understand what it means to have a positive online reputation. To know some common online scams.

Computing Science			
	EYFS	Year 1	Year 2
Hardware	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.	Learning how to operate a camera or tablet to take photos and videos. Learning how to explore and tinker with hardware to find out how it works. Recognising that some devices are input devices and others are output devices. Learning where keys are located on the keyboard.	Understanding what a computer is and that it's made up of different components. 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.
Networks and data representations	N/A	N/A	N/A

Computing Science

	Year 3	Year 4	Year 5	Year 6
Hardware	Understanding what the different components of a computer do and how they work together. Drawing comparisons across different types of computers. Learning about the purpose of routers.	Using tablets or digital cameras to film a weather forecast. Understanding that weather stations use sensors to gather and record data which predicts the weather.	Learning that external devices can be programmed by a separate computer. 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 about the history of computers and how they have evolved over time. 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).
Networks and data representations	Understanding the role of the key components of a network. Identifying the key components within a network, including whether they are wired or wireless. Understanding that websites and videos are files that are shared from one computer to another. Learning about the role of packets. Understanding how networks work and their purpose. Recognising links between networks and the internet. Learning how data is transferred.	Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.	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. Understanding how bit patterns represent images as pixels.	Understanding that computer networks provide multiple services.

Computing Science

	EYFS	Year 1	Year 2
Computational Thinking	Using logical reasoning to understand simple instructions and predict the outcome.	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. Following a basic set of instructions. Assembling instructions into a simple algorithm.	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. Following an algorithm. Creating a clear and precise algorithm. Learning that programs execute by following precise instructions. Incorporating loops within algorithms.
Programming	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.	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 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.

Computing Science

	Year 3	Year 4	Year 5	Year 6
Computational Thinking	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 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. Using past experiences to help solve new problems. Using abstraction to identify the important parts when completing both plugged and unplugged activities.	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.	Decomposing a program into an algorithm. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose.
Programming	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.	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.	Programming an animation. Iterating and developing their programming as they work. Confidently using loops in their programming. Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected. Writing code to create a desired effect. Using a range of programming commands. Using repetition within a program. Amending code within a live scenario.	Debugging quickly and effectively to make a program more efficient. 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.

Information Technology			
	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 & 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.

Information Technology

	Year 3	Year 4	Year 5	Year 6
Using software	Taking photographs and recording video to tell a story. Using software to edit and enhance their video adding music, sounds and text on screen with transitions.	Building a web page and creating content for it. 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.	Using logical thinking to explore software more independently, making predictions based on their previous experience. Using software programme Sonic Pi/Scratch to create music. Using the 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.	Using logical thinking to explore software independently, iterating ideas and testing continuously. Using search and word processing skills to create a presentation. 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.
Using email and internet searches	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 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.	Developing searching skills to help find relevant information on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.	Understanding how search engines work.

Information Technology

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

Digital Literacy

EYFS	Year 1	Year 2	
Recognising that a range of technology is used for different purposes. Learning to log in and log out.	Logging in and out and saving work on their own account. 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. Recognising what a digital footprint is and how to be careful about what we post.	Learning how to create a strong password. 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 Identifying whether information is safe or unsafe to be shared online. 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.	

Year 3	Year 4	Year 5	Year 6
Recognising that different information is shared online including facts, beliefs and opinions. 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.	Recognising that information on the internet might not be true or correct and that some sources are more trustworthy than others. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Recognising what appropriate behaviour is when collaborating with others online. Reflecting on the positives and negatives of time spent online. Identifying respectful and disrespectful online behaviour.	Identifying possible dangers online and learning how to stay safe. 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	Learning about the positive and negative impacts of sharing online. 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.