

Computing: Progression of Skills and Knowledge

EYFS

	Computing Systems and Networks 1: Using a computer	Programming 1: All about instructions	Computing systems and networks 2: Exploring hardware	Data handling: Introduction to data	Online Safety Taught through discussion, stories and scenario PowerPoints	
Physical Development	 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	 Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully. 	 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 			
Communication and Language		 Understand how to listen carefully and why listening is important. Describe events in some detail. Use talk to help work our problems and organise thinking and activities, and to explain how things work and why they might happen. 		 Articulate their thoughts and ideas in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ELG: Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding. ELG: Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 		
Personal, Social, Emotional Development		 ELG: Self-Regulation - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self - Be confident to try new activities and show independence, resilience and 				
		 perseverance in the face of challenge. ELG: Building Relationships - Work and play cooperatively and take turns 				

		with others.		
Literacy	 Spell words by identifying the sounds and then writing the sounds with letter/sRe-read what they have written to check that it makes sense. 			
Mathematics	 Link the number symbol (numeral) with its cardinal number value. 			 Count objects, actions Subitise. Count beyond 10. Compare numbers. Understand the 'one r than' relationship betw numbers. Continue, copy and cre patterns. Compare length, weig
Understanding the World			• Describe what they see, hear and feel whilst outside.	

KS1 & KS2 Progression of Skills and Knowledge

	Computing systems and Networks	Programming	Creating Media	Data Handling
Year 1	Improving mouse skills Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) Recognise common uses of information technology beyond school (IT) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (DL)	Algorithms Unplugged Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (CS) Create and debug simple programs (CS) Use logical reasoning to predict the behaviour of simple programs (CS) B <u>eeBot</u> Understand what algorithms are; how they are implemented as programs on	 <u>Digital Imagery</u> Use logical reasoning to predict the behaviour of simple programs (CS) Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL) Recognise common uses of information technology beyond school (IT) <u>Key Skills:</u> Learning how to explore and tinker with hardware to find out how it works. Learning where keys are located on the keyboard. 	

is and sounds.	•
more than/ one less tween consecutive	
reate repeating	
ght and capacity.	

Online Safety

Online Safety

Recognise common uses of information technology beyond school (IT)

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (DL)

Key Skills:

- Recognising devices that are connected to the internet.
- Understanding that we are connected to others when using the internet.

Key Skills:	digital devices; and that programs	Learning how to operate a camera
 Learning how to explore and 	execute by following precise and	to take photos and videos.
tinker with hardware to find out	unambiguous instructions (CS)	Developing the skills associated
how it works.		with sequencing in unplugged
 Learning where keys are 	Create and debug simple programs	activities.
located on the keyboard.	(CS)	Using a basic range of tools within
 Using a basic range of tools 		graphic editing software.
within graphic editing	Use logical reasoning to predict the	 Taking and editing photographs.
software.	behaviour of simple programs (CS)	
		Developing control of the mouse through dragging , clicking and
 Developing control of the mouse through dragging 	Key Skills:	through dragging, clicking and
mouse through dragging,	 Recognising that some devices are 	resizing of images to create
clicking and resizing of images	input devices and others are	different effects.
to create different effects.	-	Developing understanding of
Developing understanding of	output devices.	different software tools.
different software tools.	Learning that decomposition	Searching and downloading images
 Recognising devices that are 	means breaking a problem down	from the internet safely.
connected to the internet.	into smaller parts.	When using the internet to search
 Logging in and out and saving 	 Using decomposition to solve 	for images, learning what to do
work on their own account.	unplugged challenges.	if they come across something
	 Developing the skills associated 	online that worries them or makes
Key Knowledge:	with sequencing in unplugged	them feel uncomfortable.
 "log in" and "log out" means to 	activities.	
begin and end a connection	 Following a basic set of 	Key Knowledge:
with a computer	instructions.	To understand that holding the
• A computer and mouse can be	 Assembling instructions into a 	camera or device still and
used to click, drag, fill and	simple algorithm.	considering angles and light are
select and also add	 Learning to debug instructions 	important to take good pictures.
backgrounds, text, layers,	when things go wrong.	 To know that you can edit, crop and
shapes and clip art.	 Learning to debug an algorithm in 	filter photographs.
 Passwords are important for 	an unplugged scenario.	 To know how to search safely for
security and to keep us safe.	an anpiagged scenario.	images online.
security and to keep us sale.	Key Knowledge:	inages online.
Vacabulany	 To understand that an algorithm is 	Vacabulary
Vocabulary:	when instructions are put in an	Vocabulary:
Log in Login Log out / off	exact order.	Background Blurred
Mouse Mouse pointer		Camera Clear Crop Delete Device
Click Keyboard	 To understand that decomposition means breaking a problem into 	Digital camera Download Drag and
Screen Password Account		drop
Software Duplicate Ctrl	manageable chunks and that it is	Edit Editing software Filter
Tools Right click Menu Layers	important in computing.	Image Import Internet Keyword
Username	• To understand that decomposition	Online Photograph Resize
Drag Drag and drop	means breaking a problem into	Save as Screen Search engine
Digital photograph Undo Cursor	manageable chunks and that it is	Sequence Software Storage space
	important in computing.	Visual effects
	• To know that we call errors in an	
	algorithm 'bugs' and fixing these	
	'debugging'.	
	Veeebuleru	
	Vocabulary:	
	Algorithm Automatic Bug Chunks	
	Clear Code Debug Decompose	
	Decomposition Device Directions	
	Input Instructions Manageable	

- Understanding some of the ways we can use the internet.
- 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 posting online.

Key Knowledge:

- To know that the internet is many devices connected to one another.
- To know what to do if you feel unsafe or worried online – tell a trusted adult.
- 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.

Vocabulary:

Communicate Connect Connection Consoles Devices Digital footprint Emotion Feelings Instructions Internet Internet safety Laptop Mood Online Personal information Phone Posting Respect Sharing Smartphone Smart TV Smartwatch Strangers Tablet Trust Wired Wireless

		Motion Order Organise		
		Output Precise Programming		
		Problem Robot Sensor Sequence		
		Solution Specific Steps		
	What is a computer?	Algorithms and debugging	International Space Station	Online Safety
				Use technology purposefully to create,
	Use logical reasoning to predict the	Understand what algorithms are; how	Use technology purposefully to	organise, store, manipulate and retrieve
	behaviour of simple programs (CS)	they are implemented as programs on	create, organise, store, manipulate	digital content (DL)
		digital devices; and that programs	and retrieve digital content (DL)	
	Use technology purposefully to	execute by following precise and		Recognise common uses of information
	create, organise, store, manipulate	unambiguous instructions (CS)	Key skills	technology beyond school (IT)
	and retrieve digital content (DL)		Developing confidence with	
		Create and debug simple programs	the keyboard and the basics of	Use technology safely and respectfully,
	Recognise common uses of	(CS)	touch typing.	keeping personal information private;
	information technology beyond		Creating and labelling images.	identify where to go for help and support
	school (IT)	Use logical reasoning to predict the	Collecting and inputting data	when they have concerns about content
Year 2	Kan Chiller	behaviour of simple programs (CS)	into a spreadsheet.	or contact on the internet or other
	Key Skills:	Kasa Chilles	 Interpreting data from a an and data set 	online technologies (DL)
	Understanding what a	 Key Skills: Developing confidence with the keyboard 	spreadsheet.	Kovskille
	computer is and that it's made	and the basics of touch typing.	 Learning how computers are used in the wider world. 	Key skills
	up of different components.	 Articulating what decomposition is. 	used in the wider world.	 Identifying whether information is safe or unsafe to be shared online.
	Recognising that buttons cause	Decomposing a game to predict the	Key knowledge	
	effects and that technology	algorithms used to create it.	To understand that you can	 Learning how to create a strong password.
	follows instructions.	 Learning that there are different levels of obstraction 	enter simple data into a	 Learning to be respectful of others
	Learning how we know	abstraction.Explaining what an algorithm is.	spreadsheet.	when sharing online and ask for their
	that technology is doing what	 Following an algorithm. 	 To understand what steps you 	permission before sharing content.
	we want it to do via its output.	• Creating a clear and precise algorithm.	need to take to create an	 Learning strategies for checking if
	Using greater control when taking photos with compress	Learning that programs execute by	algorithm.	something they read online is true.
	taking photos with cameras, tablets or computers.	following precise instructions.	 To know what data to use to 	 Understanding how to stay safe
	-	 Incorporating loops within algorithms. Using logical thinking to explore 	answer certain questions.	when talking to people online and
	 Developing word processing skills, including altering text, 	software, predicting, testing and	To know that computers can	what to do if they see or hear
	copying and pasting and using	explaining what it does.	be used to monitor supplies.	something online that makes them
	keyboard shortcuts.	Using an algorithm to write a basic		feel upset or uncomfortable.
	 Using word processing software 	computer program.	Key vocabulary	Key knowledge
	to type and reformat text.	 Developing word processing skills, including altering tout, compiling and 	Algorithm Astronaut Data Digital	To understand the difference
	 Creating and labelling images. 	including altering text, copying and	Digital content Experiment Galaxy	between online and offline.
	 Learning how computers are 	pasting and using keyboard shortcuts.	Insulation Interactive map International	To understand what information I
	used in the wider world	Key Knowledge:	Space Centre International Space Station	should not post online.
		 To understand what machine 	Interpret Laboratory Monitor Planet Satellite Sensor Space	• To know what the techniques are for
	Key Knowledge:	 To understand what machine learning is and how it enables 	Temperature Thermometer Water	creating a strong password.
	To know the difference	computers to make predictions.	reservoir	To know that you should ask
	between a desktop and laptop	 To know that loops in 	-	permission from others before
	computer.	programming are where you set a		sharing about them online and that
	 To know that people control 	certain instruction (or		they have the right to say 'no.'
	technology.	instructions) to be repeated		To understand that not everything I
	 To know some input devices 	multiple times.		see or read online is true.
	that give a computer an	 To know that abstraction is the 		
	instruction about what to do	removing of unnecessary detail to		Key vocabulary
	(output).	help solve a problem.		Accept Comment Consent Content Deny
	• To know that computers often			Emojis Offline Online Password Permission
	work together.			Personal information Pop ups Pressure

<u>Vocabulary</u>

Battery Buttons Camera Computer Desktop Device Digital Digital recorder Electricity Function Input Invention Keyboard Laptop Monitor Mouse Output Paying till Scanner Screen System Tablet Technology Video Wires Vocabulary Abstraction Algorithm Artificial intelligence Bug Clear Correct Data Debu Decompose Error Key features Loop Predict Unnecessary

Scratch JR

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (CS)

Create and debug simple programs (CS)

Use logical reasoning to predict the behaviour of simple programs (CS)

Use technology purposefully to create, organise, store, manipulate and retrieve digital content (DL)

Key knowledge

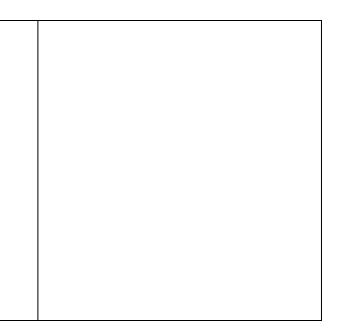
- To know that coding is writing in a special language so that the computer understands what to do.
- To understand that the character in ScratchJr is controlled by the programming blocks.
- To know that you can write a program to create a musical instrument or tell a joke.

Key skills

- Recognising that buttons cause effects and that technology follows instructio
- 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.
- Using logical thinking to explore software, predicting, testing and

Private information Reliable Share Terms and conditions Trusted adult

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.
Using software (and unplugged
means) to create story animations.
Key vocabulary
Algorithm Animation Blocks
Bug Button CGI Computer code
Code Debug Fluid
Icon Imitate Instructions Loop
'On tap' Programming Repeat
ScratchJR Sequence Sound recording



		Canctal	Video Trailare
	Networks and Internet	<u>Scratch</u>	<u>Video Trailers</u>
	Understand computer networks		
	including the internet; how they	Design, write and debug programs	Design, write and debug programs that
	can provide multiple services, such	that accomplish specific goals,	accomplish specific goals, including
	as the world wide web; and the	including controlling or simulating	controlling or simulating physical
	opportunities they offer for	physical systems; solve problems by	systems; solve problems by
	communication and collaboration	decomposing them into smaller parts	decomposing them into smaller parts
	(DL & IT)	(CS)	(CS)
	Select, use and combine a variety	Use sequence, selection, and	Select, use and combine a variety of
	of software (including internet	repetition in programs; work with	software (including internet services)
	services) on a range of digital	variables and various forms of input	on a range of digital devices to design
	devices to design and create a	and output (CS)	and create a range of programs,
	range of programs, systems and		systems and content that accomplish
	content that accomplish given	Use logical reasoning to explain how	given goals, including collecting,
		some simple algorithms work and to	analysing, evaluating and presenting
	goals, including collecting,		
Year 3	analysing, evaluating and	detect and correct errors in	data and information (CS & IT)
	presenting data and information	algorithms and programs (CS)	
	(CS & IT)	Kanadalla	Use search technologies effectively,
		Key skills	appreciate how results are selected and
	Journey Inside a Computer	Using decomposition to explore	ranked, and be discerning in evaluating
		the code behind an animation.	digital content (DL & IT)
	Design, write and debug programs	Using repetition in programs.	
	that accomplish specific goals,	Using logical reasoning to explain	Use technology safely, respectfully and
	including controlling or simulating	how simple algorithms work.	responsibly; recognise
	physical systems; solve problems by	 Explaining the purpose of an 	acceptable/unacceptable behaviour;
	decomposing them into smaller	algorithm.	identify a range of ways to report
	parts (CS)	 Forming algorithms 	concerns about content and contact
		independently.	(DL)
	Use sequence, selection, and	 Using logical thinking to explore 	
	repetition in programs; work with	more complex software;	Key skills
	variables and various forms of input	predicting, testingand explaining	 Using logical thinking to explore
	and output (CS)	what it does.	more complex software; predicting,
		Incorporating loops to make code	testing and explaining what it does.
	Use logical reasoning to explain	more efficient.	 Taking photographs and recording
	how some simple algorithms work	Continuing existing code.	video to tell a story.
	and to detect and correct errors in	Making reasonable suggestions for	Using software to edit and enhance
	algorithms and programs (CS)	how to debug their own and	their video adding music and text
		others' code.	on screen with transitions.
	Select, use and combine a variety		Key knowledge
	of software (including internet		 To know that different types of
	services) on a range of digital	Key knowledge	camera shots can make my photos
	devices to design and create a	To know that Scratch is a	or videos look more effective.
	range of programs, systems and	programming language and some	• To know that I can edit photos and
	content that accomplish given	of its basic functions.	videos using film editing software.
	goals, including collecting,	• To understand how to use loops	• To understand that I can add
	analysing, evaluating and	to improve programming.	transitions and text to my video.
	presenting data and information	To understand how	, Key vocabulary
	(CS & IT)	decomposition is used in	Application Camera angle Clip Cross
		programming.	dissolve Edit Fade to black Fade to
	1		

Online Safety

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT)

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

Key skills

Recognising how social media platforms are used to interact.

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.

Key knowledge

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, such as your name, age, gender etc.

To know what social media is and that age restrictions apply.

Key vocabulary

Accurate Age-restricted Autocomplete Beliefs Block Content Digital devices Fact

Fake news Internet Opinion Password Persuasive Privacy settings Reliable Report Requests Search engine Security questions Sharing Smart devices Social media platforms Social networking Wellbeing

	Key skills	• To understand that you can remix	white Film Film editing software	
	Understanding what the	and adapt existing code.	Graphics Import Key events Music	
	different components of a		Photo Plan Recording Slide Sound	
	computer do and how they	Key vocabulary	effects Storyboard Time code Trailer	
	work together.	Algorithm Animation Application	Transition Video Voiceover Wipe	
	Drawing comparisons across	Code Code block Coding application		
	different types of computers.	Debug Decompose Interface Game		
	• Using decomposition to explain	Loop Predict Program Remixing		
	the parts of a laptop computer.	code Repetition code Review		
	• Explaining the purpose of an	Scratch Sprite Tinker		
	algorithm			
	Key knowledge			
	• To know the roles that inputs			
	and outputs play on computers.			
	 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 what a tablet is and			
	how it is different from a			
	laptop/desktop computer.			
	<u>Vocabulary</u>			
	Algorithm Assemble CPU (central processing unit) Data Decompose			
	Desktop Disassemble GPU (graphics			
	processing unit) Hard drive HDD (hard			
	disk drive) Infinite loop Input Keyboard			
	Laptop Memory Microphone Monitor			
	Mouse Output Photocopier Program QR			
	Code RAM (random access memory)			
	ROM (read only memory) Storage Tablet device			
	Technology Touchscreen Touchpad			
	Collaborative Learning	Further Coding with Scratch		Investigating Weather
	Understand computer networks	Design, write and debug programs		Design, write and debug programs
	including the internet; how they	that accomplish specific goals,		that accomplish specific goals,
	can provide multiple services, such	including controlling or simulating		including controlling or simulating
	as the world wide web; and the	physical systems; solve problems by		physical systems; solve problems by
	opportunities they offer for	decomposing them into smaller parts		decomposing them into smaller parts
	communication and collaboration	(CS)		(CS)
	(DL & IT)	(63)		(03)
		Lice convence, coloction, and		Use sequence selection and
	Colort was and combine a waritte	Use sequence, selection, and		Use sequence, selection, and
	Select, use and combine a variety	repetition in programs; work with		repetition in programs; work with
Year 4	of software (including internet	variables and various forms of input		variables and various forms of input
	services) on a range of digital	and output (CS)		and output (CS)
	devices to design and create a			
	range of programs, systems and	Use logical reasoning to explain how		Use search technologies effectively,
	content that accomplish given	some simple algorithms work and to		appreciate how results are selected
	goals, including collecting,	detect and correct errors in		and ranked, and be discerning in
	analysing, evaluating and	algorithms and programs (CS)		evaluating digital content (DL & IT)
	presenting data and information			

	Online Safety
ms	Use technology safely, respectfully and responsibly; recognise
, ng	acceptable/unacceptable behaviour;
s by	identify a range of ways to report
arts	concerns about content and contact (DL)
	Key skills
	Understanding why some results
ith	come before others when searching.
put	 Understanding that information found by searching the internet is not all grounded in fact.
ely,	Learning to make judgements about
ted	the accuracy of online searches.
in IT)	 Identifying forms of advertising online.
•••	 Reflecting on the positives and

(CS & IT)

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

<u>Key skills</u>

- Understanding that computer networks provide multiple services, such as the World Wide Web, and opportunities for communication and collaboration.
- Use online software for documents, presentations, forms and spreadsheets.
- Using software to work collaboratively with others.
- Understanding that software can be used collaboratively online to work as a team.
- Recognising what appropriate behaviour is when collaborating with others online.

Key knowledge

- 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.

Animations Average Bar chart Collaboration Comment Contribution Data Edited Email account Format Freeze Icon Images Insert Link Multiple choice Numerical data Pie chart Presentations Resolved Reviewing comments Share Slides Software Spreadsheets Suggestions Survey Teamwork Themes Transitions Key skills

- Using decomposition to solve a problem by finding out what code was used.
- Using decomposition to understand the purpose of a script of code.
- Creating algorithms for a specific purpose.
- Coding a simple game.
- Incorporating variables to make code more efficient.
- Remixing existing code.

Key knowledge

- 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.

Key vocabulary

Broadcast block Cod e blocks Conditional Coordinates Decomposition Features Game Information Negative numbers Orientation Parameters Position Program Project Script Sprite Stage Tinker Variables

Computational Thinking

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS)

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)

Key skills

- Using decomposition to solve a problem by finding out what code was used.
- Using decomposition to understand the purpose of a script of code.

Select, use and combine a variety software (including internet service on a range of digital devices to desi and create a range of programs, systems and content that accompligiven goals, including collecting, analysing, evaluating and presentidata and information (CS & IT)

Key skills

- Using tablets or digital cameras film a weather forecast.
- Understanding that weather stations use sensors to gather a record data that predicts the weather.
- Using keywords to effectively search for information on the internet.
- Searching the internet for data.
- Designing a device that gathers and records sensor data.
- Recording data in a spreadsheet independently.
- Sorting data in a spreadsheet to compare using the 'sort by...' option.
- Understanding that data is used forecast weather.

Key knowledge

- 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 know that a weather machin is an automated machine that respond to sensor data.
- To understand that weather forecasters use specific languag expression and pre-prepared scripts to help create weather forecast films.

Accurate Backdrop Climate zone Cold Collaboration Condensation Cylinder Degrees Evaporation Extreme weather Forecast Heat sensor Lightning Measurement Pinwheel Presenter Rain Satellite Script Sensitive Sensor data Solar panel Tablet/Digital camera Temperature

of	negatives of time online.
es)	 Identifying respectful and
ign	disrespectful online behaviour.
0	Recognising that information on the
ish	Internet might not be true or correct
1311	and that some sources are more
ng	trustworthy than others
	Key knowledge
	• To understand some of the methods
	used to encourage people to buy
to	things online.
	 To understand that technology can
	be designed to act like or
nd	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.
t	
)	Key vocabulary
	Accuracy Advantages Advertisements
	Belief Bot Chatbot Computer Distractions
l to	Fact Hashtag Implications
	In-app purchases Influencer Opinion
	Program Recommendations Reliable
e	Risks Screen time Search results
e	Snippets Sponsored Trustworthy
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		 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. Creating algorithms for a specific purpose. Using abstraction and pattern recognition to modify code. Key knowledge To know that combining computational thinking skills 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. Key vocabulary Abstraction Algorithm Code Computational thinking Decomposition Input Logical reasoning Output Pattern recognition Script Sequence Variable 		Thermometer Tornado Warm Weather Weather forecast Wind
Year 5	Search Engines Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT) Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)	 Programming Music Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS) Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, 	 Stop Motion Animation Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS) Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS) Key skills Decomposing animations into a series of images. Decomposing a story to be able to plan a program to tell a story. Using video editing software to animate. Key knowledge To know that decomposition of an idea is important when creating stop-motion animations. To understand that stop motion 	Mars Rover 1Understand computer networksincluding the internet; how they canprovide multiple services, such as theworld wide web; and theopportunities they offer forcommunication and collaboration (DI& IT)Use search technologies effectively,appreciate how results are selectedand ranked, and be discerning inevaluating digital content (DL & IT)Key skills• Learning that external devices can beprogrammed by a separatecomputer.• Recognising how the size of RAMaffects the processing of data.• Learning the vocabulary associatedwith data: data and transmit• Recognising that computers transferdata in binary and understanding

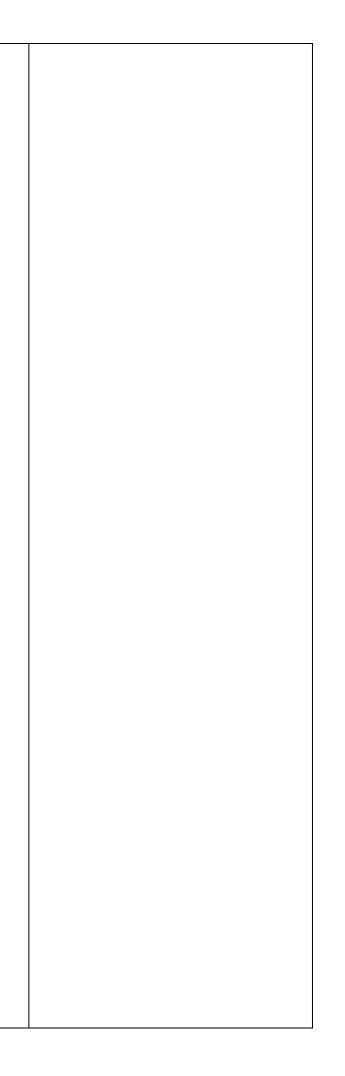
rks y can as the r on (DL	<u>Online safety</u> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)
vely, cted g in & IT)	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)
can be M nted nsfer	 Key skills Pupils who are secure will be able to: Understand that passwords need to be strong and that apps require some form of passwords. Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online.

Key skills	analysing, evaluating and presenting	animation is an animation filmed	simple binary addition.
 Developing searching skills to help find relevant information 	data and information (CS & IT)	one frame at a time using models, and with tiny changes between	Relating binary signals (Boolean) to the simple shorester based language
 on the internet. Learning how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns. Learn about different forms of communication that have developed with the use of technology. Recognising that information on the Internet might not be true or correct and learning ways of checking validity. Key knowledge 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 	 Key skills Predicting how software will work based on previous experience. Writing more complex algorithms for a purpose. 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. Using logical thinking to explore software more independently, making predictions based on their 	 and with tiny changes between each photograph. To know that editing is an important feature of making and improving a stop motion animation. <u>Key vocabulary</u> Animation Animator Background Character Decomposition Design Digital device Edit Evaluate Flip book Fluid movement Frames Model Moving images Onion skinning Still images Stop motion Storyboard Thaumatrope Zoetrope 	 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 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. Key knowledge 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
the validity of websites.			sent in this format.To understand that RAM is Random Access Memory and acts
To understand what copyright is.	 Using a software programme (Scratch) to create music. 		as the computer's working memory.
Key vocabulary Algorithm Appropriate Copyright Correct Credit Data leak Deceive	 Identify ways to improve and edit programs, videos, images etc. 		To know what simple operations can be used to calculate bit patterns.
Fair Fake Inappropriate Incorrect	Key knowledge		Koyyocabulary
Index Information Keywords Network Privacy Rank	 To know that a soundtrack is music for a film/video and that 		Key vocabulary 8-bit binary Addition ASCII Binary
Real Search engine TASK Web crawler Website	 one way of composing these is on programming software. To understand that using loops can make the process of writing 		code Boolean Byte Communicate Construction CPU Data transmission Decimal numbers Design Discovery Distance Hexadecimal
	 music simpler and more effective. To know how to adapt their music while performing 		Input Instructions Internet Mars Rover Moon Numerical data Output Planet Radio signal RAM Research Scientist Sequence
	Key vocabulary Beat Bugs Coding Command Debug Decompose Error Instructions Loop Melody Mindmap Music Output Performance Pitch		Signal Simulation Space Subtraction Technology
	Plan Play Predict Programming Repeat Rhythm Scratch Soundtrack Spacing Tempo Timbre Tinker Tutorials Typing		

	•	Search for simple information about a person, such as their birthday or
C		key life moments.
ge,	•	Know what bullying is and that it can
		occur both online and in the real
t		world.
o	•	Recognise when health and wellbeing
	•	are being affected in either a positive
ed		or negative way through online use.
	•	Offer a couple of advice tips to
		combat the negative effects of online
		use.
ed	Ke	<u>y knowledge</u>
cu	•	Identifying possible dangers online
		and learning how to stay safe.
	•	Evaluating the pros and cons of
		online communication.
	•	Recognising that information on the
d		Internet might not be true or correct
u		and learning ways of checking
		validity.
e	•	Learning what to do if they
e		experience bullying online.
C	•	Learning to use an online community
		safely.
ts		
	Ke	y vocabulary
		curate information Advice
S		p permissions Application
		ps Bullying Communication Emojis
	Hea	alth In-app purchases Information
	Jud	lgement Memes Mental health
		ndfulness Mini-biography Online
		mmunication Opinion Organisation
		ssword Personal information
n		sitive contributions Private information
		al world Strong password Summarise
		chnology Trusted adult Wellbeing
	100	

	Bletchley Park	Intro to Python	History of computers	<u>Big Data 1</u>	Online Safety
	Design, write and debug programs	Design, write and debug programs	Understand computer networks	Understand computer networks	Use technology safely, respectfully and
	that accomplish specific goals,	that accomplish specific goals,	including the internet; how they can	including the internet; how they can	responsibly; recognise
	including controlling or simulating	including controlling or simulating	provide multiple services, such as the	provide multiple services, such as the	acceptable/unacceptable behaviour;
	physical systems; solve problems by	physical systems; solve problems by	world wide web; and the opportunities	world wide web; and the	identify a range of ways to report
	decomposing them into smaller	decomposing them into smaller parts	they offer for communication and	opportunities they offer for	concerns about content and contact (DL)
	parts (CS)	(CS)	collaboration (DL & IT)	communication and collaboration (DL	
				& IT)	Key skills
Year 6	Use sequence, selection, and	Use sequence, selection, and	Use search technologies effectively,		Learning about the positive and negative
	repetition in programs; work with	repetition in programs; work with	appreciate how results are selected and	Select, use and combine a variety of	impacts of sharing online.Learning strategies to create a positive
	variables and various forms of input	variables and various forms of input	ranked, and be discerning in evaluating	software (including internet services)	online reputation.
	and output (CS)	and output (CS)	digital content (DL & IT)	on a range of digital devices to design	 Understanding the importance of secure
				and create a range of programs,	passwords and how to create them.
	Use logical reasoning to explain	Key skills	Select, use and combine a variety of	systems and content that accomplish	Learning strategies to capture evidence
	how some simple algorithms work	Decomposing a program into an	software (including internet services)	given goals, including collecting,	of online bullying in order to seek help.
	and to detect and correct errors in	algorithm.	on a range of digital devices to design	analysing, evaluating and presenting	Recognising that updated software can
	algorithms and programs (CS)	 Writing increasingly complex algorithms for a purpose. 	and create a range of programs,	data and information (CS & IT)	help to prevent data corruption and
		 Debugging quickly and effectively to 	systems and content that accomplish		hacking.
	Use search technologies effectively,	make a program more efficient.	given goals, including collecting,	Key skills	Key knowledge
	appreciate how results are selected	 Remixing existing code to explore a 	analysing, evaluating and presenting	Understanding and identifying barrades, OB sedes and BED	• To know that a digital footprint means
	and ranked, and be discerning in	problem.	data and information (CS & IT)	barcodes, QR codes and RFID.Identifying devices and applications	the information that exists on the
	evaluating digital content (DL & IT)	• Using and adapting nested loops.		that can scan or read barcodes, QR	internet as a result of a person's online activity.
		Programming using the language	Key skills	codes and RFID.	 To know what steps are required to
	Select, use and combine a variety	Python.	 Learning about the history of computers and how they have evolved 	• Understanding how barcodes, QR	capture bullying content as evidence.
	of software (including internet	• Changing a program to personalise it.	over time.	codes and RFID work.	• To understand that it is important to
	services) on a range of digital	Evaluating code to understand its	 Using the understanding of historic 	Gathering and analysing data in real	manage personal passwords effectively.
	devices to design and create a	purpose.	computers to design a computer of the	time.	• To understand what it means to have a
	range of programs, systems and	Using logical thinking to explore software	future.	Creating formulas and sorting data	positive online reputation.
	content that accomplish given	independently, iterating ideas and testing	• Using search and word processing skills	within spreadsheets.	• To know some common online scams.
	goals, including collecting,	continuously.	to create a presentation.	Learning how 'big data' can be used	
	analysing, evaluating and	Kowknowledge	• Planning, recording and editing a radio	to solve a problem or improve efficiency.	Kaussaahulam
	presenting data and information	 Key knowledge To know that there are text-based 	play.	enciency.	Key vocabulary Anonymity Antivirus Biometrics Block and
	(CS & IT)		Creating and editing sound recordings	Key knowledge	report Consent Copy Digital footprint
		programming languages such as	for a specific purpose.	To know that data contained within	Digital personality Financial information
	Use technology safely, respectfully	Logo and Python.To know that nested loops are	Key he evide de e	barcodes and QR codes can be used	Hacking Inappropriate Online bullying
	and responsibly; recognise		Key knowledge	by computers.	Online reputation Password Paste
	acceptable/unacceptable	loops inside of loops.To understand the use of random	 To know that radio plays are plays where the audience can only hear the 	• To know that infrared waves are a	Personal information Personality
	behaviour; identify a range of ways	numbers and remix Python code.	action so sound effects are important.	way of transmitting data.	Phishing Privacy settings Private
	to report concerns about content	Key vocabulary	 To know that sound clips can be 	To know that Radio Frequency	Reliable source Report Reputation Respect
	and contact (DL)	Algorithm Code Command Design	recorded using sound recording	Identification (RFID) is a more private	Sammers Screengrab
	Koy skills	Import Indentation Input	software.	way of transmitting data.	Secure Settings Software updates factor
	Key skills	Instructions Loop Output	• To know that sound clips can be edited	To know that data is often encrypted as that even if it is stolen it is not	authentication URLUsername
	Learning about the history of	Patterns Random Remix Repeat	and trimmed.	so that even if it is stolen it is not useful to the thief.	
	computers and how they have	Shape			
	evolved over time.		Vocabulary	Key vocabulary	
	 Using past experiences to help solve new problems 		Background noise Byte Computer Devices	Algorithms Barcode Binary Boolean	
	solve new problems.		File FX Gigabyte Graphic Hard drive Hardware Kilobytes Megabyte Memory	Brand Chips Commuter Contactless	
	Writing increasingly complex		storage Mouse Operating system Overlay	Data Encrypted Infrared MagicBand	
	algorithms for a purpose.		Play Processo Radio play RAM Raspberry Pi	Privacy Proximity QR code	
	Debugging quickly and		Record Reverb ROM Script Smartphone	QR scanner Radio waves RFID	
	effectively to make a program		Sound Sound effects Terrabytes Touch	Signal Systems/data analyst	
	more efficient.		,	Transmission Wireless	

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Secure Technological advancement				
Trial and error	-			
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"Think big, think differently and always creatively"

Haverigg Primary School