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# COMPUTING CURRICULUM PLANNING

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ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

2021/22

<b>COMPUTING</b> National Curriculum expectations and progression of skills development							
	EYFS	End of Y1	End of Y2	End of Y3	End of Y4	End of Y5	End of Y6
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools.</li> <li>They select and use technology for particular purpose</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>Create and debug simple programs.</li> <li>Use logical reasoning to predict the behaviour of simple programs.</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>Recognise common uses of information technology beyond school.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>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.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>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.</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>			
<b>COMPUTERS &amp; USING COMPUTERS</b>	<ul style="list-style-type: none"> <li>-Recognise common uses of information technology in the home and school environment.</li> <li>-Use technology to purposely create digital content with support</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise common uses of information technology in the home and school environment.</li> <li>-Use technology to purposely create digital content</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise common uses of information technology beyond school.</li> <li>-Use technology to purposely create, organise, store, manipulate and retrieve digital content.</li> <li>-Use technology to purposely create digital content comparing the benefits of different programs.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise familiar forms of input and output devices and how they are used.</li> <li>-Make efficient use of familiar forms of input and output devices.</li> <li>-With support select and use a variety of software to accomplish go.</li> </ul>	<ul style="list-style-type: none"> <li>-Use other input devices such as cameras or sensors.</li> <li>-With support select and use a variety of software on a range of digital devices.</li> <li>-With support select, use and combine a variety of software on a range of digital devices to accomplish given goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Independently select and use appropriate software for a task.</li> <li>-Independently select, use and combine a variety of software to design and create content for a given audience.</li> </ul>	<ul style="list-style-type: none"> <li>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information.</li> <li>-Design and create a range of programs, systems and content for a given audience.</li> <li>-Independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information.</li> </ul>

E-SAFETY	<ul style="list-style-type: none"> <li>-Understand that other people they do not know could attempt to communicate with them online.</li> <li>-Ask for support if they are unsure from a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely and keep personal information private</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology safely and respectfully, keeping personal information private.</li> <li>-Use technology safely and recognise acceptable and unacceptable behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology responsibly and understand that communication online may be seen by others.</li> <li>-Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the need to only select age appropriate content.</li> </ul>	<ul style="list-style-type: none"> <li>-Use technology respectfully and responsibly.</li> <li>-Identify a range of ways to report concerns about content and contact in and out of school.</li> </ul>
CODING	<ul style="list-style-type: none"> <li>-Predict the behaviour of simple programs with support.</li> </ul>	<ul style="list-style-type: none"> <li>-Predict the behaviour of simple programs.</li> <li>-Understand what algorithms are and how they are implemented on digital devices.</li> </ul>	<ul style="list-style-type: none"> <li>-Use logical reasoning to predict the behaviour of simple programs.</li> <li>-Create simple programs.</li> <li>-Create and debug simple programs.</li> <li>-Debug simple programs by using logical reasoning to predict the actions instructed by the code.</li> <li>-Understand that programs execute by following precise and unambiguous instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Design, write and debug programs that control or simulate virtual events.</li> <li>-Use logical reasoning to explain how some simple algorithms work.</li> </ul>	<ul style="list-style-type: none"> <li>-Decompose programs into smaller parts.</li> <li>-Use logical reasoning to detect and correct errors in algorithms and programs.</li> <li>-Select, use and combine a variety of software, systems and content that accomplish given goals.</li> </ul>	<ul style="list-style-type: none"> <li>-Design, input and test an increasingly complex set of instructions to a program or device.</li> <li>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> <li>-Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated.</li> <li>-Design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user.</li> <li>-Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>-Include use of sequences, selection and repetition with the hardware used to explore real world systems.</li> <li>-Solve problems by decomposing them into smaller parts.</li> <li>Create programs which use variables.</li> <li>-Use variables, sequence, selection and repetition programs.</li> <li>-Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently.</li> </ul>