

COMPUTING

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	EYFS	Years 1 & 2	Years 3 & 4	Year 5 & 6
COMPUTER SCIENCE		<p>Year 1</p> <ul style="list-style-type: none"> Begin to develop an understanding of algorithms. Begin to understand that programs work by following instructions. Create simple programs and begin to debug them. Develop reasoning to predict the behaviour of simple programs. <p>Year 2</p> <ul style="list-style-type: none"> Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices. Understand that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Create and debug simple programs 	<p>Year 3</p> <ul style="list-style-type: none"> Start to use reasoning to understand how algorithms work. Detect errors in algorithms and programs. Begin to solve problems by decomposing them into smaller parts. Start to use sequence and selection in programs. Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Begin to work with various forms of input/output. <p>Year 4</p> <ul style="list-style-type: none"> Use logical reasoning to understand how algorithms work. Detect and correct errors in algorithms and programs. Start to use sequence, selection, and repetition in programs. Write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Begin to solve problems by decomposing them into smaller parts. Work with variables and various forms of input/output 	<p>Year 5</p> <ul style="list-style-type: none"> Write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs. Accurately manipulate variables and various forms of input/output Use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs. <p>Year 6</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition accurately in programs. Accurately manipulate a wide range of variables and various forms of input/output Securely use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs.
DIGITAL LITERACY	<ul style="list-style-type: none"> Select and use technology for a particular purpose. Recognise that a range of technology is used in places such as homes and schools 	<p>Year 1</p> <ul style="list-style-type: none"> Use technology to create, store and retrieve digital content. <p>Year 2</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, retrieve, organise, and manipulate digital content. 	<p>Year 3</p> <ul style="list-style-type: none"> Use a variety of software on digital devices. <p>Year 4</p> <ul style="list-style-type: none"> Select and use a variety of software on digital devices 	<p>Year 5</p> <ul style="list-style-type: none"> Express own ideas by selecting, using, and combining a variety of software on digital devices to design and create programs. <p>Year 6</p> <ul style="list-style-type: none"> Express own ideas by selecting, using, and combining a variety of software on a range of digital devices and create programs
E-SAFETY	<ul style="list-style-type: none"> 	<p>Year 1</p> <ul style="list-style-type: none"> Develop an understanding of how to use technology safely. Know where to go for help/support when they have concerns about content/contact on internet. <p>Year 2</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private. Identify where to go for help/support when concerned about content/contact on internet/other online technologies. 	<p>Year 3</p> <ul style="list-style-type: none"> Use technology safely, respectfully, and responsibly. Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact. <p>Year 4</p> <ul style="list-style-type: none"> Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact. 	<p>Year 5</p> <ul style="list-style-type: none"> Confidently, competently, and responsibly use information and communication technology. <p>Year 6</p> <ul style="list-style-type: none"> Confidently, competently, and responsibly use information and communication technology.
INFORMATION TECHNOLOGY		<p>Year 1</p> <ul style="list-style-type: none"> Begin to recognise common uses of information technology beyond school. <p>Year 2</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school 	<p>Year 3</p> <ul style="list-style-type: none"> Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web. Use some search technologies effectively and appreciate how results are selected. Decide which questions to ask when using search engines. <p>Year 4</p> <ul style="list-style-type: none"> Understand computer networks including the internet and how they provide multiple services such as the World Wide Web. Use search technologies effectively and appreciate how results are selected and ranked. Evaluate the reliability of digital content. Begin to ask and answer questions based on the reliability of digital content. 	<p>Year 5</p> <ul style="list-style-type: none"> Recognise the opportunities computer networks offer for communication and collaboration. Use a wide range of search technologies effectively and appreciate how results are selected and ranked. Be discerning in evaluating the reliability of digital content. <p>Year 6</p> <ul style="list-style-type: none"> Use the opportunities computer networks offer for communication and collaboration. Appreciate how results are selected and ranked and use this to retrieve accurate content. Be discerning in evaluating the reliability of digital content