

Computing

KS1

Children will be safe and confident users of technology. They will be respectful consumers of content and imaginative creators of their own content. They will be able to plan their own algorithms for programming, debugging where necessary.

Focus	Skill/Attribute in the context of Computing
Independence	To be able to use a range of technology independently (laptops, iPads, Beebots etc) To know how to use technology respectfully.
Imagination	Developing use of imagination to create content.
Resilience and Adaptability	Develop resilience when a device may not be working. To be able to adapt to using a range of technology for different purposes. To develop a range of strategies to try before asking an adult for support.
Team work	How to research information with a partner or as part of a group. How to share and take turns with devices. How to share ideas for programming/ creating content. How to solve problems (debug) collaboratively.

Computer Science (Programming)	Information Technology		Digital Literacy (Online Safety)
	Multimedia	Data Handling	
To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content, including: Text & design Digital image, film & animation Sound and music composition Internet Surveys, databases & spreadsheets		To recognise common uses of information technology beyond school.
To create and debug simple programs.			To 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.
To use logical reasoning to predict the behaviour of simple programs.			

Computing

Children will be safe and confident users of technology. They will be critical, responsible and respectful consumers of content and imaginative creators of their own content. They will be able to deconstruct and build their own complex algorithms for programming, debugging where necessary and evaluating their own computer programs.



Computer Science (Programming)	Information Technology		Digital Literacy (Online Safety)
	Multimedia	Data Handling	
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	To 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.		To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	To 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. To include a range of: Text & design Digital image, film & animation Sound and music composition Internet Surveys, databases & spreadsheets		