

Intent

- To provide a high-quality computing education which is fully inclusive and accessible to every child.
- To equip the children to become digitally literate in order to participate in the rapidly changing world, whereby work and leisure are increasingly transformed by technology.
- To gain secure knowledge and skills which will encourage the children to use ICT to develop ideas, express themselves, solve problems and become digital thinkers.
- To develop the children's computer skills to enable them to become confident, creative and inquisitive learners who are able to be critical and challenge themselves.
- To provide the children with the knowledge and skills to be safe online.

	Curriculum	Knowledge	Skills	Vocabulary
F1	<ul style="list-style-type: none"> • To explore how things work. 	<ul style="list-style-type: none"> • To understand the principle of cause and effect in mechanical toys. 	<ul style="list-style-type: none"> • To be able to use mechanical equipment to play with and investigate. 	<p>Start, stop, go, what happened?</p>
F2	<ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • Children select and use technology for particular purposes. 	<ul style="list-style-type: none"> • To understand we use technology at home and school as part of our daily lives. • To understand the principle of cause and effect in electronic toys. 	<ul style="list-style-type: none"> • To be able to identify pieces of technology at home and school. • To be able to use educational apps and programs. • To be able to choose the technology they want to play. • To be able to talk about different kinds of information such as pictures, video, text and sound. • To be able to collect information as photo or sound. 	<p>Technology, app, iPad, computer, interactive whiteboard, photo, recording, information, text</p>
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. 	<p>Autumn 1 Purposeful use of technology</p> <ul style="list-style-type: none"> • To understand that information (text, images, video) can be stored electronically. • To understand that text and graphics can be manipulated on screen. <p>Autumn 2 Programming</p> <ul style="list-style-type: none"> • To know what technology is and how it is used in everyday life. • To know how technology is used to make life easier. • To understand that technology works through programming. <p>Spring 1 Purposeful use of technology</p> <ul style="list-style-type: none"> • To understand that information (text, images, video) can be stored electronically. • To understand that text and graphics can be manipulated on screen. 	<p>Autumn 1 Purposeful use of technology</p> <ul style="list-style-type: none"> • To be able to open a computer program. • To be able to use the tools within a program to make changes to a document. • To be able to save their creation. <p>Autumn 2 Programming</p> <ul style="list-style-type: none"> • To be able to identify pieces of technology and their purpose. • To be able to input a simple algorithm. • To be able to create a simple program. <p>Spring 1 Purposeful use of technology</p> <ul style="list-style-type: none"> • To be able to open a computer program. • To be able to use the tools within a program to make changes to a document. • To be able to save their creation. <p>Spring 2 ESafety</p> <ul style="list-style-type: none"> • To be able to identify the risks of online communication. 	<p>Technology, programming, program, algorithm, create, save, text, image, document, software, pictogram, data,</p>

	<ul style="list-style-type: none"> 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. 	<p>Spring 2 ESafety</p> <ul style="list-style-type: none"> To know that technology can be used to communicate with others, including strangers. To understand what their personal information is. To understand that not everyone online is friendly. To know what steps to take when they feel uncomfortable about something online. <p>To understand the importance of limiting screen time.</p> <p>Summer 1 Purposeful use of technology</p> <ul style="list-style-type: none"> To understand that information (text, images, video) can be stored electronically. To understand that text and graphics can be manipulated on screen. <p>Summer 2 Purposeful use of technology</p> <ul style="list-style-type: none"> To understand what a pictogram is and how it can display information. (taught through maths.) To understand how to create a pictogram. 	<ul style="list-style-type: none"> To be able to keep personal information private. <p>Summer 1 Purposeful use of technology</p> <ul style="list-style-type: none"> To be able to open a computer program. To be able to use the tools within a program to make changes to a document. To be able to save their creation. <p>Summer 2 Purposeful use of technology</p> <ul style="list-style-type: none"> To be able to open a computer program. To be able to use the tools within a program to make changes to a document. To be able to save their creation. To be able to organise information in a digital pictogram. 	
	Curriculum	Knowledge	Skills	Vocabulary
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school 	<p>Autumn 1 Programming</p> <ul style="list-style-type: none"> To understand more complex computer programs To understand that a program behaves in a predictable way. <p>Autumn 2 Purposeful use of technology</p> <ul style="list-style-type: none"> To understand work can be retrieved to be edited further. To understand how to manipulate text and images in a variety of programs. To understand what a Venn diagram is and how it can display information (taught through maths.) To understand how to create a Venn diagram. <p>Spring 1 & 2 ESafety</p> <ul style="list-style-type: none"> To understand that people are not always as they appear online. To understand how to behave appropriately online (as you would in person). To understand the importance of limiting screen time. <p>Summer 1 & 2</p>	<p>Autumn 1 Programming</p> <ul style="list-style-type: none"> To be able to create more complex programs. To be able to debug a simple program. To be able to use logic and reasoning to predict the behaviour of simple programs. <p>Autumn 2 Purposeful use of technology</p> <ul style="list-style-type: none"> To be able to manipulate information on screen for a particular purpose and effect. To be able to save and retrieve a document or creation. To be able to organise information in a digital Venn diagram. <p>Spring 1 & 2 ESafety</p> <ul style="list-style-type: none"> To identify the risks of online communication and know how to get help. <p>Summer 1 & 2 Purposeful use of technology</p> <ul style="list-style-type: none"> To be able to manipulate information on screen for a particular purpose and effect. To be able to save and retrieve a document or creation. 	<p>Technology, programming, program, algorithm, retrieve, organise, predictable, unpredictable, debug, Venn diagram, data, collate</p>

	<ul style="list-style-type: none">• 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.	<p><i>Purposeful use of technology</i></p> <ul style="list-style-type: none">• To understand work can be retrieved to be edited further.• To understand how to manipulate text and images in a variety of programs.		
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