'Let your light shine' – Matthew 5:16

COMPUTING- Information Technology

Overview	Key Stage 1
	Pupils should be taught to:
	• 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
	• 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.
	Key Stage 2
	Pupils should be taught to:
	• 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 in programs; work with variables and various forms of input and output
	• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
	• 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
	• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
	• 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
	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year Group	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Key Learning: National Curriculum knowledge covered **Key Progressive Skills:** National Curriculum skills covered	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. **Select, use and combine a variety of software (including**

	Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	such as Purple Mash search or internet-wide search engines. **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.** Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	level. **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.** Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	information it contains. **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.** Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	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. Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.
Programs/ equipment used	Jit Write (through School 360 Websites – Hallmark, pbskids Tux Paint/2 Simple to paint a picture. ?Puppet Pals App ?Create a story				

	School 360 – Encyclopedia Powerpoint Ipads BBc Weather reports online				
Key Vocabulary National Curriculum and other	Keyboard Capital letter Lower Case Shift Key Home Keys Card Celebrate Type Mouse Skills Web Store Retrieve Formattig Text Images Combine Select Choose MP3 Copy Paste Organise sort				