

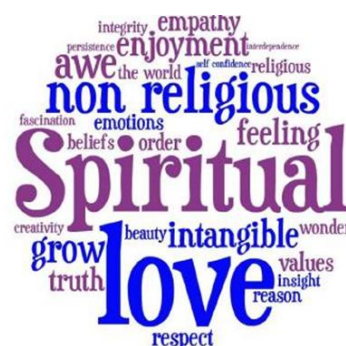


# Upper Nidderdale Primary Federation

## Computing

Intent, Implementation and Impact  
Long Term Plans & Progression

EYFS, KS1 and KS2 - updated September 2026



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

**Community** - Treat others as we would want to be treated ourselves

**Hope** – Giving confidence in what we can contribute and achieve together

**Aspiration** - Believe that we can be the best version of ourselves in all that we do

**Mission** – Living with purpose and commitment to making a positive difference

**Perseverance** – Not everything comes easily – keep trying to reach your goals and dreams

**Shine** – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

# Computing

## Intent

All pupils have the right to have rich, deep learning experiences that balance all the aspects of computing. With technology playing such a significant role in society today, we believe 'Computational thinking' is a skill children must be taught if they are to be able to participate effectively and safely in this digital world. A high-quality computing education equips pupils to use creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. In Computing lessons, pupils are introduced to a wide range of technology, including laptops, iPads and interactive whiteboards, allowing them to continually practice and improve the skills they learn. This ensures they become digitally literate so that they are able to express themselves and develop their ideas through information and computer technology- at a level suitable for the future workplace and as active participants in a digital world.

We teach a curriculum that enables children to become effective users of technology who can:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation;
- Analyse problems in computational term, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology analytically to solve problems;
- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

## Internet Safety

We take internet safety extremely seriously. We have an E- Safety Policy that provides guidance for teachers and children about how to use the internet safely. Every year group participates in lessons on e-safety and children understand how to stay safe when using technology.

# Computing

## Implementation:

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;
- February 2021 - Internet Safety RSHE units (**Online Relationships** and **Internet Safety and Harms**) are an integral party of PSHE and Computing lessons.

## Impact:

Our Computing curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
  - Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
  - Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
  - Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
  - Children are responsible, competent, confident and creative users of information and communication technology.
  - A celebration of learning for each term which demonstrates progression across the school;
- Tracking of gains in each quiz;
- Pupil discussions about their learning;

# **Knowledge in Computing**

# Computing Knowledge

## Substantive Knowledge

Substantive knowledge in computing is understanding how to use technology, how to be safe and knowing how to program. This is developed through deliberate practice and by children applying their knowledge of how to be computational thinkers.

### Concepts and Approaches

- Logic – Predicting and analysing
- Algorithms – Making steps and rules
- Patterns – Spotting and using similarities
- Abstraction – Removing unnecessary steps
- Evaluation – Making judgements
- Creating – Designing and making
- Debugging – Fixing and finding errors

“Computational thinking is an important life skill, which all pupils now need to develop. It is central to both living in and understanding our digitally enriched world. It is a cognitive process involving logical reasoning by which problems are solved across the whole curriculum and through life in general.”

(Computing at School, 2015)

In order to develop as computational thinkers children engage with computational concepts and approaches:

## Disciplinary Knowledge

Disciplinary knowledge in computing is the use and interpretation of substantive knowledge in order to develop original digital content and programs.

## Declarative Knowledge

**Declarative knowledge** sets out the subject-specific facts and rules that is to be learned. This includes the terminology relating to computing, standard programming commands, software commands, a knowledge of networks and essential online safety knowledge.

**Declarative knowledge** is characterised by the sentence stem 'I know that...', and includes examples such as:

- I. I know that email is made possible through the internet.
- II. I know that data packets are routed through the internet.
- III. I know that a spreadsheet formula can be used to sum a list of numerical data.
- IV. I know that search engines can employ filters such as usage rights;

## Procedural Knowledge

**Procedural knowledge** sets out the methods and processes of computing that pupils need to master and is learnt and practiced by pupils doing computing.

**Procedural knowledge** is characterised by the sentence stem 'I know how to...', and includes examples such as:

- I. I know how save a file.
- II. I know how to create an online poll.
- III. I know how to debug a simple program using logical reasoning.
- IV. I know how to sequence and repetition algorithms to create a block-based computer program.



## The Relationship of Different Kinds of Knowledge in Computing

### **Substantive Knowledge**

#### **Declarative Knowledge**

*(The facts and rules about Computing)*

- Terminology, block coding commands, software commands
- Functions, network knowledge, online safety knowledge.

#### **Procedural Knowledge**

*(The methods and processes of computing)*

- Formatting, searching, discerning content
- Debugging, data manipulation.

# **SMSC & British Values in Computing**

# Computing → SMSC Links

## Spiritual

- Use the internet as a gateway to big life issues.
- Promote self-esteem through opportunities to present their work to others.
- Consider how we can connect with others through the world wide web.
- Understand the advantages and limitations of ICT.

## Moral

- Use online safety lessons to explore the moral issues surrounding the use of data, social media and online safety.
- Create an awareness of encouraging respect for and developing a tolerance of people's views and opinions.
- Consider the benefits and potential dangers of the internet.
- Discuss the moral implications of cyberbullying.

## Social

- Use digital media services to link with other schools and communities.
- Highlight ways to keep safe when online, especially using social media.
- Encourage collaborative learning through paired activities.
- Discuss the impact of ICT on the ways people communicate e.g. Skype.

## Cultural

- Develop a sense of awe and wonder at human ingenuity.
- Develop an awareness of their audience when communicating in a digital world.

## Computing → Fundamental British Values

We understand the importance of promoting the fundamental British Values that are recognised around the world. It is our aim as a school to address these values wherever possible in the curriculum, including in computing.

Computing is becoming an increasingly vital part of the curriculum as it is an integral part of modern daily life. Wherever possible we find it important to immerse the children in these values which are important to our identity. Children can do this through research on the internet. We can use computing to learn about different cultures and to discuss the similarities and differences between them and our own.

We are starting to use computing to communicate with other people around the world, including our link school in Kenya, which allows the children to ask questions about different faiths and cultures, but also to make friends using a safe learning forum. We educate children on online safety and have this as a basis when using the tablets in school. The children engage in regular online safety lessons to continually update their knowledge and understanding of staying safe linked to current affairs.

# **SEND Adaptions in Computing**

# SEND Adaptions for Computing

| Cognition and Learning      |                                                                                                                                                                                                                                                                                                                                                                 | Communication and Interaction |                                                                                                                                                                      |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject Challenges for SEND | SEND Provision                                                                                                                                                                                                                                                                                                                                                  | Subject Challenges for SEND   | SEND Provision                                                                                                                                                       |
| Use of equipment            | <p>Teachers will support with use of lower case keyboards and provide phonic sound mats during Computing lessons to support early reading skills.</p> <p>Teachers will provide headphones so that, when possible, the script can be played and followed rather than read.</p> <p>Teachers will ensure that the screen is a suitable colour for their needs.</p> | Cognitive Overload            | <p>Teachers to provide rest breaks where necessary.</p> <p>Teachers to ensure that language is clear, unambiguous and accessible – picture prompts if necessary.</p> |

# SEND Adaptions for Computing

| Sensory and Physical                     |                                                                                       | SEMH                                 |                                                                                                                                                                          |
|------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Subject Challenges for SEND              | SEND Provision                                                                        | Subject Challenges for SEND          | SEND Provision                                                                                                                                                           |
| Fine motor skills/physical difficulties. | School will provide alternative keyboards to support SEN pupils with physical needs.. | Low self-esteem in Computer ability. | Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem. |

# **Computing National Curriculum**



# National Curriculum - Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

## Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation □ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems □ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems □ are responsible, competent, confident and creative users of information and communication technology

# **National Curriculum - Aims**

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- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

# National Curriculum - Key Stage One

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.

# **National Curriculum - Key Stage Two**

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.

# **RSE links in Computing**

## **September 2026**

## Online Safety and Awareness

To know that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

To know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

To know that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

To understand the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

To know about online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

To know that the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

## Wellbeing Online (1)

To know that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

To discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

To recognise the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

To consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

To understand why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

To understand the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

To know how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

## Wellbeing Online (2)

To know that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

To understand the information they find online, including from search engines, and know how information is selected and targeted.

To know that they have rights in relation to sharing personal data, privacy and consent.

To know where and how to report concerns and get support with issues online.



# **Long Term Planning in Computing**

# KS 1 Computing - Long Term Overview

## Purple Mash

|                | AUTUMN<br>1                                                                                                                             | AUTUMN<br>2                                                                                                    | SPRING<br>1                                                                                                               | SPRING<br>2                                                 | SUMMER<br>1                                                                                        | SUMMER<br>2                                                                          |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 2026-<br>2027  | <u>Unit 2.2</u><br>Online<br>Safety<br>(4 weeks)<br><br>(Exploring<br>Purple Mash)<br><u>Unit 1.5</u><br>Maze<br>Explorers<br>(3 weeks) | <u>Unit 2.4</u><br>Questioning<br>(5 weeks)                                                                    | <u>Unit 2.2</u><br>Online Safety<br>(3 weeks)<br><br><u>Unit 2.7</u><br>Making Music<br>(3 weeks)                         | <u>Unit 2.6</u><br>Creating<br>Pictures<br><br>(5 weeks)    | <u>Unit 2.3</u><br>Spreadsheets<br>(4 weeks)<br><br><u>Unit 1.3</u><br>Pictograms<br><br>(3 weeks) | <u>Unit 2.8</u><br>Presenting<br>Ideas<br><br>(4 weeks)                              |
| 2027 -<br>2028 | <u>Unit 1.1</u><br>Online<br>Safety<br>(4 weeks)<br><br>(Exploring<br>Purple Mash)                                                      | <u>Unit 2.5</u><br>Effective<br>searching<br>(3 weeks)<br><br><u>Unit 1.4</u><br>Lego<br>Builders<br>(3 weeks) | <u>Unit 1.9</u><br>Technology<br>outside school<br>(2 weeks)<br><br><u>Unit 1.2</u><br>Grouping &<br>Sorting<br>(2 weeks) | <u>Unit 1.6</u><br>Animated<br>story books<br><br>(5 weeks) | <u>Unit 1.8</u><br>Spreadsheets<br>(3 weeks)<br><br><u>Unit 1.7</u><br>Coding<br>(3 weeks)         | <u>Unit 1.7</u><br>Coding<br>(3 weeks)<br><br><u>Unit 2.1</u><br>Coding<br>(5 weeks) |

## Lower KS 2 Computing - Long Term Overview Purple Mash

|                | AUTUMN<br>1                | AUTUMN<br>2                                                                                               | SPRING<br>1                                  | SPRING<br>2                                                           | SUMMER<br>1                                                                                              | SUMMER<br>2                                                                                                          |
|----------------|----------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 2026 -<br>2027 | <u>Coding</u><br>(6 weeks) | <u>Unit 4.2</u><br>Online<br>Safety<br>(4 weeks)<br><br><u>Unit 4.6</u><br>Animation<br>(3 weeks)         | <u>Unit 4.3</u><br>Spreadsheets<br>(6 weeks) | <u>Unit 1.6</u><br>Writing for<br>different<br>audiences<br>(5 weeks) | <u>Unit 4.5</u><br>Logo<br>(4 weeks)<br><br><u>Unit 4.9</u><br>Making<br>Music<br>(4 weeks)              | <u>Unit 4.7</u><br>Effective<br>Search<br>(3 weeks)<br><br><u>Unit 4.8</u><br>Hardware<br>Investigators<br>(2 weeks) |
| 2026-<br>2027  | <u>Coding</u><br>(6 weeks) | <u>Unit 3.2</u><br>Online<br>Safety<br>(3 weeks)<br><br><u>Unit 3.3</u><br>Spread-<br>sheets<br>(3 weeks) | <u>Unit 3.4</u><br>Touch Typing<br>(4 weeks) | <u>Unit 3.5</u><br>Email and<br>email<br>safety<br>(6 weeks)          | <u>Unit 3.6</u><br>Branching<br>Database<br>(4 weeks)<br><br><u>Unit 3.7</u><br>Simulations<br>(3 weeks) | <u>Unit 3.8</u><br>Graphing<br>(3 weeks)                                                                             |

# Upper KS 2 Computing - Long Term Overview

## Purple Mash

|                | AUTUMN<br>1                                | AUTUMN<br>2                                                                                              | SPRING<br>1                                      | SPRING<br>2                                  | SUMMER<br>1                                                                                                | SUMMER<br>2                                                                                                |
|----------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 2026 -<br>2027 | <u>Unit 6.1</u><br>Coding<br><br>(6 weeks) | <u>Unit 6.2</u><br>Online<br>Safety<br><br>(3 weeks)<br><br><u>Unit 6.6</u><br>Networks<br><br>(3 weeks) | <u>Unit 6.3</u><br>Spreadsheets<br><br>(5 weeks) | <u>Unit 6.4</u><br>Blogging<br><br>(5 weeks) | <u>Unit 6.5</u><br>Text<br>Adventures<br><br>(5 weeks)                                                     | <u>Unit 6.7</u><br>Quizzing<br><br>(6 weeks)                                                               |
| 2027 -<br>2028 | <u>Unit 5.1</u><br>Coding<br><br>(6 weeks) | <u>Unit 5.2</u><br>Online<br>Safety<br>(3 weeks)                                                         | <u>Unit 5.3</u><br>Spreadsheets<br><br>(5 weeks) | <u>Unit 5.4</u><br>Databases<br>(4 weeks)    | <u>Unit 5.5</u><br>Game<br>Creator<br><br>(5 weeks)<br><br><u>Unit 5.6</u><br>3D<br>Modelling<br>(2 weeks) | <u>Unit 5.6</u><br>3D<br>Modelling<br>(2 weeks)<br><br><u>Unit 5.7</u><br>Concept<br>Maps<br><br>(4 weeks) |

# **Vocabulary Progression in Computing**

# Vocabulary Progression

EYFS

Control  
Information  
Internet  
Program

Key Stage One

Computer Networks  
Control  
Debug  
Execute  
Information  
Input  
Internet  
Online  
Output  
Password  
Program  
Search  
Selection  
Sequence  
Software  
Website  
World Wide  
Web

Key Stage Two

Algorithm  
Block  
Command  
Control  
Data  
Digital  
Digital Content  
Iteration  
Logical  
Output  
Page rank  
Reasoning  
Repetition  
Scripts  
Selection  
Sequence  
Services  
Simulation

## Agreed End Points

We have plotted end points for each year group to ensure that children keep on track for the end of Key Stage end points. In this way we can get children ready for the next stage of their education

Our end points ensure that our curriculum is purposefully structured and logically sequenced, and new knowledge builds on previous knowledge - links can be made across different areas of study.

| EYFS                 | ELGs in Purple                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Managing Self</b> | <ul style="list-style-type: none"> <li>• Pupils will explore how things work.</li> <li>• Pupils will follow rules, understanding why they are important.</li> <li>• Pupils will know and talk about the different factors that support their overall health and wellbeing - sensible amounts of 'screen time.'</li> <li>• Pupils will explain the reasons for rules, know right from wrong and to behave accordingly (Online safety rules)</li> <li>• Pupils will be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> |



| Computing                       | Year One                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year Two                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Texta and Multimedia</b>     | <ul style="list-style-type: none"> <li>Work with others and with support to contribute to a digital class resource which includes text, graphic and sound.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound. Save and retrieve and edit their work.</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <b>Digital Images</b>           | <ul style="list-style-type: none"> <li>Use a range of simple tools in a paint package / image manipulation software to create / modify a picture.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</li> <li>Create a simple animation to tell a story.</li> </ul>                                                                                                                                                                                                                                                                                                                 |
| <b>Sound and Music</b>          | <ul style="list-style-type: none"> <li>Chose suitable sounds from a bank to express their ideas.</li> <li>Record short speech.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Compose music from icons.</li> <li>Produce a simple presentation incorporating sounds the children have captured, or created.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Electronic Communication</b> | <ul style="list-style-type: none"> <li>Contribute ideas to a class email to another class / school etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Work collaboratively by email to share and request information of another class or story character.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Research and ESafety</b>     | <ul style="list-style-type: none"> <li>As a class exercise children explore information from a variety of sources (electronic, paper based, observations of the world around them, etc.).</li> </ul> <p><u>PSHE Links</u><br/> <u>H12</u> - To know rues for keeping physically and emotionally safe including responsible ICT use and online safety.<br/> <u>H16</u> - To know what is meant by 'privacy' their right to keep things private, the importance of respecting others' privacy.<br/> <u>R13</u> - To recognise different types of teasing and bullying (including online)</p> | <ul style="list-style-type: none"> <li>Children use a search engine to find specific relevant information to use in a presentation for a topic.</li> </ul> <p><u>PSHE Links</u><br/> <u>H12</u> - To know rues for keeping physically and emotionally safe including responsible ICT use and online safety.<br/> <u>H16</u> - To know what is meant by 'privacy' their right to keep things private, the importance of respecting others' privacy.<br/> <u>R13</u> - To recognise different types of teasing and bullying (including online)</p> |
| <b>Control and Algorithms</b>   | <ul style="list-style-type: none"> <li>Control simple everyday devices to make them produce different outcomes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Control a device, on and off screen, making predictions about the effect their programming will have.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          |

| 1. Computing                                       | 1. Year One                                                                                                                                                        | 1. Year Two                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Handling<br>2. Information                      | 1. As a class or individually with support, children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence. | 1. Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.<br>2. Enter information into a simple branching database, database or word processor and use it to answer questions.<br>3. They save, retrieve and edit their work. |
| 1. Modelling                                       | 1. Make simple choices to control a simple simulation program.                                                                                                     | 1. Children are able to play an adventure game and use a simple simulation, making choices and observing the results.<br>2. Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.       |
| 1. Data<br>2. Logging                              |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                           |
| 1. Individual<br>2. Technologies                   | 1. Show an awareness of the range of devices and tools they encounter in everyday life                                                                             | 1. Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc.)                                                                                                                                                                                             |
| 1. Understanding Technologies<br>2. (network)      | 1. how an awareness that what they create on a computer or tablet device can be shown to others via another device (e.g. printer, projector, Apple TV)             | 1. Begin to show an awareness that computers can be linked to share resources                                                                                                                                                                                                                             |
| 1. Understanding Technologies<br>2. (the internet) | 1.                                                                                                                                                                 | 1. Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)<br>2.                                                                                                                                                            |

| Computing                       | Year Three                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year Four                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Texts and Multimedia</b>     | <ul style="list-style-type: none"> <li>Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback.</li> </ul>                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Use advanced tools in word processing / DTP software such as tabs, appropriate text formatting, line spacing etc. appropriately to create quality presentations appropriate for a known audience.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Digital Images</b>           | <ul style="list-style-type: none"> <li>Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Make a short film / animation from images (still and / or moving) that they have sourced, captured or created.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Sound and Music</b>          | <ul style="list-style-type: none"> <li>Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Create multiple track compositions that contain a variety of sounds.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Electronic Communication</b> | <ul style="list-style-type: none"> <li>Begin to understand the need to abide by school e-safety rules.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Share ICT work they have done electronically by email, VLE, or uploading to authorised sites.</li> <li>Where possible seek and respond to feedback.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Research and ESafety</b>     | <ul style="list-style-type: none"> <li>Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found.</li> </ul> <p><u>PSHE Links</u><br/> <u>H22</u> - Develop strategies for keeping safe online; the importance of protecting personal information.<br/> <u>H25</u> - To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share ; who to talk to if they feel uncomfortable.</p> | <ul style="list-style-type: none"> <li>Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience.</li> <li>They show an understanding that not all information on the internet is accurate.</li> </ul> <p><u>PSHE Links</u><br/> <u>H22</u> - Develop strategies for keeping safe online; the importance of protecting personal information.<br/> <u>H25</u> - To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share ; who to talk to if they feel uncomfortable.</p> |
| <b>Control and Algorithms</b>   | <ul style="list-style-type: none"> <li>Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Use control software to control devices (using output commands) or to simulate this on screen. Predict, test and refine their programming.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Computing                                        | Year Three                                                                                                                                                                                                                                                                                                                                                                                             | Year Four                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Handling Information</b>                      | <ul style="list-style-type: none"> <li>Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject.</li> <li>They follow straight forward lines of enquiry to search their data for their own purposes.</li> <li>They talk about their experiences of using ICT to process data compared with other methods.</li> </ul> | <ul style="list-style-type: none"> <li>Children work as a class or group to create a data collection sheet and use it to setup a straight forward database to answer questions.</li> <li>Enter information and interrogate it ( by searching, sorting, graphing etc.).</li> <li>Begin to reflect on how useful the collected data and their interrogation was and whether or not their questions were answered.</li> </ul> |
| <b>Modelling</b>                                 | <ul style="list-style-type: none"> <li>Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom.</li> <li>Make simple use of a spreadsheet to store data and produce graphs.</li> </ul>                                                                                                                     | <ul style="list-style-type: none"> <li>Set up and use a spreadsheet model to explore patterns and relationships. Make predictions.</li> <li>Know how to enter simple formulae to assist this process.</li> </ul>                                                                                                                                                                                                           |
| <b>Data Logging</b>                              | <ul style="list-style-type: none"> <li>Begin to use a data logger to sense physical data (sound, light, temperature).</li> </ul>                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Use a data logger confidently, connected to the computer or remotely, to capture continuous or intermittent data readings.</li> <li>Interpret the results and use these in their investigations.</li> </ul>                                                                                                                                                                         |
| <b>Individual Technologies</b>                   | <ul style="list-style-type: none"> <li>Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.</li> </ul> <p><b>PSHE Links - H24 To develop the responsible use of mobile phones; safekeeping and safer use habits (time limits, use of passcodes, turning off at night)</b></p>                                         | <ul style="list-style-type: none"> <li>Make choices about the devices and tools they use for specific purposes and explain them in relation to the context.</li> </ul> <p><b>PSHE Links - H24 To develop the responsible use of mobile phones; safekeeping and safer use habits (time limits, use of passcodes, turning off at night)</b></p>                                                                              |
| <b>Understanding Technologies (network)</b>      | <ul style="list-style-type: none"> <li>Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Show an understanding of the school network and how it links computers to resources in school and beyond.</li> </ul>                                                                                                                                                                                                                                                                |
| <b>Understanding Technologies (the internet)</b> | <ul style="list-style-type: none"> <li>Show an awareness that not all the resources/tools they use are resident on the device they are using.</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Perform a search using different search engines and check the results against each other, explaining why they might be different.</li> </ul>                                                                                                                                                                                                                                        |

| Computing                       | <p style="text-align: center;"><b>Year Five &amp; Year Six</b><br/> <b>Consolidation of previous skills and knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Texts and Multimedia</b>     | Multimedia work shows restrained use of effects that help to convey meaning rather than impress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Digital Images</b>           | Use images that they have sourced / captured / manipulated as part of a bigger project (e.g. presentation or document).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Sound and Music</b>          | Create and share more sophisticated podcasts and consider the effect that their podcasts will have on the audience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Electronic Communication</b> | Abide by school rules for e-safety - share this information with younger pupils.<br>Follow these rules at home, considering safe and appropriate use of social media.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Research and ESafety</b>     | <ul style="list-style-type: none"> <li>Independently and with due regard for safety, search the internet using a variety of techniques to find a range of information and resources on a specific topic.</li> <li>Use appropriate methods to validate information and check for bias and accuracy.</li> <li>Repurpose and make appropriate use of selected resources for a given audiences, acknowledging material used where appropriate.</li> </ul> <p><u>PSHE Links</u><br/> <b>H22 - Develop strategies for keeping safe online; the importance of protecting personal information.</b><br/> <b>H25 - To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share ; who to talk to if they feel uncomfortable.</b></p> |
| <b>Control and Algorithms</b>   | <ul style="list-style-type: none"> <li>Independently create sequences of commands to control devices in response to sensing (i.e. use inputs as well as outputs).</li> <li>Design, build, test, evaluate and modify the system; ensuring that it is fit for purpose.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

| Computing                                        | <p style="text-align: center;"><b>Year Five &amp; Year Six</b><br/> <b>Consolidation of previous skills and knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Handling Information</b>                      | <ul style="list-style-type: none"> <li>Independently solve a problem by planning and carrying out data collection, by organising and analysing data involving complex searches using a database, and by drawing conclusions and presenting findings.</li> <li>The need for accuracy is demonstrated and strategies for spotting implausible data are evident.</li> <li>To be able to talk about issues relating to data protection and the need for data security in the world at large (e.g. health, police databases).</li> </ul> |
| <b>Modelling</b>                                 | <ul style="list-style-type: none"> <li>Set up and use their own spreadsheet, which contains formulae to investigate mathematical models. Ask "what if ..." questions and change variable in their model.</li> <li>Understand the need for accuracy when creating formulae and check regularly for mistakes, by questioning results.</li> <li>Relate their use of spreadsheets to model situations to the wider world.</li> </ul>                                                                                                    |
| <b>Data Logging</b>                              | <ul style="list-style-type: none"> <li>To identify their own opportunities for data logging and carry out their own experiments.</li> <li>They check and question results and are able to spot trends in data and identify when problems may have occurred.</li> </ul>                                                                                                                                                                                                                                                              |
| <b>Individual Technologies</b>                   | <ul style="list-style-type: none"> <li>Evaluate the tools available to them including any that are unfamiliar or new and use them to solve problems.</li> <li>Demonstrate an awareness of the appropriateness of outcomes depending on choices regarding tools and devices.</li> </ul> <p><b>PSHE Links - H24 To develop the responsible use of mobile phones; safekeeping and safer use habits (time limits, use of passcodes, turning off at night)</b></p>                                                                       |
| <b>Understanding Technologies (network)</b>      | <ul style="list-style-type: none"> <li>Show an understanding of how filtering and monitoring tools affect their use of the school network and Internet and compare this with their experience of access outside school.</li> </ul>                                                                                                                                                                                                                                                                                                  |
| <b>Understanding Technologies (the internet)</b> | <ul style="list-style-type: none"> <li>Use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration and communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |