SOUTHWICK CE PRIMARY SCHOOL **COMPUTING CURRICULUM**

	Early Years	Y1	Y2	Y3	Y4	Y5	Y6
E - Safety	Know that information can be retrieved from computers.	Can talk about websites they are familiar with. With support, can carry out searches. Begin to use technology safely and keep 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.	Use technology safely and respectfully, keeping personal information private. I consider other peoples' feelings when using the internet. Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Begin to use technology responsibly, safely and respectfully. Can recognise which behaviour online would be unfair/unkind. Identify a range of ways to report concerns about contact. Can talk about how reliable the information is that is found online.	Use technology responsibly, safely and respectfully. Identify an increasing range of ways to report concerns about content and contact. Can talk about how reliable the information is that is found online.	Begin to recognise acceptable/unacceptable behaviour. Begin to understand how to change privacy settings. Explain what good online behaviour is – does not behave as a 'digital bystander'. Uses different websites to check information found online.	Recognise acceptable/unacceptable behaviour. Can change own privacy settings. Explain what good online behaviour is – does not behave as a 'digital bystander'. Uses a range of sources to check reliability of information.
Digital Literacy	Children recognise a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Share creations made digitally, explaining the process	Can log onto the school network. Begins to use the keyboard. Use technology purposefully to create, store and retrieve digital content. Writes a short text using an application e.g. 2simple	Begin to conduct searches using URLs provided. Recognise the use of an increasing number of keys. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Can type in a URL to find a website. Use search technologies effectively to find different media e.g. images, text, videos. Use a variety of software to accomplish given goals. Collect and present information and design and create content.	Understand computer networks including the internet and how they can provide multiple services including the world wide web. Selects a variety of software to accomplish given goals. Selects, uses and combines internet services. Creates own multi-media presentations with support	Understands the opportunities computer networks offer for communication. Understand how search results are selected and ranked. Selects, uses and combines software on digital devices. Analyses and evaluates data and information.	Understands the opportunities computer networks offer for collaboration. Is discerning in evaluating digital content. Selects, uses and combines a variety of software and creates a range of programs that accomplish given goals.
Programming and Physical Systems	Develop fine motor skills to use a range of tools competently, safely and effectively. Complete a simple programme from a computer.	Begin to understand that algorithms are a set of instructions. Recognise that computers are controlled by instructions (programs). Create simple programs e.g. for BeeBots by	Understand that algorithms are implemented as programs on digital devices and that programs execute by following precise instructions. Write a program to draw geometric patterns.	Write programs that accomplish specific goals. Use sequence in programs. Recognise that it is easier to plan, test and correct parts of an algorithm separately.	Design and create programs that accomplish specific goals. Use selection and repetition in programs. Know that it is easier to plan, test and correct parts of an algorithm separately.	Control or simulate physical systems. Work with various forms of input and output. Detect and correct errors in programs.	Work with variables. Use logical reasoning to explain how some algorithms work and detect and correct errors in algorithms. Solve problems by decomposing them into smaller parts.

		sequencing instructions such as moving in a particular direction. **Recognise that computers need more precise instructions than humans.**	**Debug simple programs by editing and improving a set of commands.** **Talk about how to improve instructions through logical reasoning.**		**Know that a program is a sequence of statements written in a programming language.**	**Know that algorithms can be broken down into smaller parts (procedures)**