

EYFS	Computing National Curriculum KS1	Computing National Curriculum KS2
Area of Learning:	Pupils should be taught to:	Pupils should be taught to:
Aspect:	<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 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 	<ul style="list-style-type: none"> 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

Computing Curriculum Progression										
Children at the expected level of development will:	Pupils should be taught about:	YrR/1	Yr1/2	Yr2	Pupils should be taught about:	Yr3	Yr3/4	Yr4/5	Yr5/6	Yr6
	Digital Literacy Computing systems and networks	Autumn 1 Computer Skills	Autumn 1 Technology around us	Autumn 1 IT around us	Digital Literacy Computing systems and networks	Autumn 1 Connecting computers	Autumn 1 Communication and Collaboration	Autumn 1 The Internet	Autumn 1 Systems and searching	Autumn 1 Communication and collaboration
	Information Technology Creating Media 1	Autumn 2 Digital Painting	Autumn 2 Digital Painting 2	Autumn 2 Digital photograph y	Information Technology Creating Media 1	Autumn 2 Animation	Autumn 2 Stop-frame Animation	Autumn 2 Audio production	Autumn 2 Video production	Autumn 2 Web page creation
	Creating Media 2	Summer 1 <i>Word Processing Skills</i>	Summer 1 Digital Writing	Summer 1 Digital music	Creating Media 2	Summer 1 Desktop publishing	Summer 1 PowerPoint	Summer 1 PowerPoint	Summer 1 Introduction to vector graphics	Summer 1 3D Modelling
	Data and Information	Spring 2 Super Space	Spring 2 Grouping Data	Spring 2 Pictograms	Data and Information	Spring 2 Branching databases	Spring 2 Introduction to Databases	Spring 2 Data logging	Spring 2 Flat-file databases	Spring 2 Introduction to Spreadsheets
	Computer Science Programming A	Spring 1 BeeBots	Spring 1 Moving a Robot	Spring 1 Robot algorithms	Computer Science Programming A	Spring 1 Sequencing sounds	Spring 1 Programming Turtle Logo	Spring 1 Repetition in shapes	Spring 1 Selection in physical computing	Spring 1 Variables in games
	Programming B	Summer 2 Programming Toys Twinkl	Summer 2 Programming Animations	Summer 2 Programmin g quizzes	Programming B	Summer 2 Events and actions in programs	Summer 2 *Scratch: Questions and Quizzes	Summer 2 Repetition in games	Summer 2 Selection in quizzes	Summer 2 Sensing movement

						Lego WeDo Sort to Recycle	Lego WeDo Plants and Pollinators	Lego WeDo Predator and Prey	Lego WeDo Drop and Rescue	Lego WeDo Animal Senses
	Online Safety Media Balance and Well-being	Autumn 1 Pause for People Smartie the Penguin	Autumn 1 Online and Offline	Autumn 1 How Technology Makes You Feel	Online Safety Media Balance and Well-being	Autumn 1 The Digital World	Autumn 1 Device-Free Moments	Autumn 1 Your Rings of Responsibility	Autumn 1 My Media Choices	Autumn 1 Finding My Media Balance
					Relationships and Communicatio n	Autumn 2 Who Is in Your Online Community?	Autumn 2 Our Digital Citizenship Pledge	Autumn 2 Keeping Games Fun and Friendly	Autumn 2 Digital Friendships	Autumn 2 Finding Credible News
	Privacy and Security	Spring 1 Safety in My Online Neighbourhood	Spring 1 Internet Traffic Light	Spring 1 Staying SMART Online	Privacy and Security	Spring 1 Safety That's Private!	Spring 1 Safety Do I know You?	Spring 1 Password Power-Up	Spring 1 Private and personal information	Spring 1 Safety You Won't Believe This!
					News and Media Literacy	Spring 2 Manipulated or Real	Spring 2 Safety Let's Give Credit	Spring 2 Is Seeing Believing?	Spring 2 A Creator's Rights and Responsibiliti es	Spring 2 Reading News Online
	Cyber Bullying	Summer 1 Digiduck's Famous Friend	Summer1 Media Balance Is Important	Summer 1 Pause & Think Online	Cyber Bullying	Summer 1 Putting a STOP to Online Meanness	Summer 1 Digital Kindness Twinkl	Summer 1 The Power of Words	Summer 1 Be a Super Digital Citizen	Summer 1 Is it Cyberbullying?
					Digital Footprints and Identity	Summer 2 We, The Digital Citizens	Summer 2 Digital Trails	Summer 2 This Is Me	Summer 2 Our Online Tracks	Summer 2 Beyond Gender Stereotypes