



Computing Curriculum

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key skills	<p>Most children will:</p> <ul style="list-style-type: none"> • be aware that pressing buttons will make a device respond eg remote control toy • use the mouse and the keyboard to explore programs • be aware that moving the mouse moves the pointer on the screen • be aware of the effect of pressing the mouse buttons • have experience of a range of ICT equipment and software • talk about what they are doing with ICT use 	<p>Most children will:</p> <ul style="list-style-type: none"> • be able to print work using the Print icon • use both hands on the keyboard • load programs with support • know that work can be saved and retrieved • save work with support • retrieve work with support • have experience of a range of ICT equipment and software • talk about what they are doing with ICT 	<p>Most children will:</p> <ul style="list-style-type: none"> • use appropriate ICT vocabulary • load programs independently • save work independently • retrieve work independently • plan what they are going to do • make simple modifications to their work (edit) • practise keyboard skills using both hands, try to use more than two fingers, and try to use the thumb on the spacebar. • have experience of a range of ICT 	<p>Most children will:</p> <ul style="list-style-type: none"> • be aware that work can be saved in different places eg network, writeable CD ROM, PenDrive • be aware of folders and, with support, create and name new folders • print work using the drop down menu • use Print Preview • make changes to their work (edit) • select items and use cut, copy and paste as necessary • have experience of a range of ICT equipment and 	<p>Most children will:</p> <ul style="list-style-type: none"> • with support, be able to choose an appropriate program to perform a task • plan what they are going to do and evaluate the results • understand that work can be saved in different places eg network, writeable CD ROM, PenDrive • understand the use of folders and be able to create and name new folders • understand and use the hierarchical file 	<p>Most children will:</p> <ul style="list-style-type: none"> • be able to choose an appropriate program to perform a task • be able to combine and refine information from various sources. • interpret and question the plausibility of information. • have experience of a range of ICT equipment and software • describe and discuss their work and explain how and why they have used ICT • annotate their 	<p>Most children will:</p> <ul style="list-style-type: none"> • be able to choose and combine the use of appropriate ICT tools to complete a task • be able to critically evaluate the fitness for purpose of work as it progresses • have experience of a range of ICT equipment and software • describe and discuss their work and explain how and why they have used ICT • annotate their work samples using prompt questions

	<p>appropriate ICT vocabulary</p> <p>40-60 months</p> <p>Understanding the World-Technology</p> <p>Completes a simple program on a computer.</p> <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 		<p>equipment and software</p> <p>describe their work and how they have used ICT</p>	<p>software</p> <ul style="list-style-type: none"> • describe their work and how they have used ICT • annotate their work samples using prompts • use appropriate ICT vocabulary 	<p>system</p> <ul style="list-style-type: none"> • consolidate keyboard skills - possibly using typing tutor software • have experience of a range of ICT equipment and software • describe their work and explain how and why they have used ICT • annotate their work samples using prompts • use appropriate ICT vocabulary 	<p>work samples using prompt questions</p> <ul style="list-style-type: none"> • use appropriate ICT vocabulary 	<ul style="list-style-type: none"> • use appropriate ICT vocabulary
Word Processing	<p>Most children will:</p> <ul style="list-style-type: none"> • use the keyboard to enter letters strings (play writing) • begin to use the space bar to break 	<p>Most children will:</p> <ul style="list-style-type: none"> • put text on screen • use upper and lower case • use the space bar 	<p>Most children will:</p> <ul style="list-style-type: none"> • know that text can be saved and retrieved • change the font style • change the font 	<p>Most children will:</p> <ul style="list-style-type: none"> • select text and change the font style, size and colour • select text and use Bold and 	<p>Most children will:</p> <ul style="list-style-type: none"> • import graphics and use the Picture Toolbar to choose the text wrapping • use the spell checker 	<p>Most children will:</p> <ul style="list-style-type: none"> • use and practise their word processing skills in a range of contexts • use email as a 	<p>Most children will:</p> <ul style="list-style-type: none"> • use and practise their wordprocessing skills in a range of contexts • use email as a

	<p>letter strings into groups of letters</p> <ul style="list-style-type: none"> • use the Back Space key to delete use a wordbank or word list to enter text eg to match with pictures 	<ul style="list-style-type: none"> • use the Return key • use the Shift key to make a capital letter • use word lists to enter text • with support, print their work using the Print icon 	<p>size</p> <ul style="list-style-type: none"> • change the font colour • print their work using the Print icon • use the cursor (arrow) keys for simple on screen editing • with support, import graphics and add text with support, write and send a short email eg to Santa 	<p>Underline icons</p> <ul style="list-style-type: none"> • use the cursor (arrow) keys for simple on screen editing • use the scroll bars to view different parts of the document • justify / align text • import graphics and add text • print using the menu • use print preview • know that email exists • with support, logon to an email account • with support, logout from an email account • compose and send email eg to a pre-arranged partner in another class in the school or in another school • begin to be aware of email safety rules 	<ul style="list-style-type: none"> • use Find, search and replace if appropriate • use Page Setup to choose Portrait or Landscape page as appropriate • learn how to insert and use a simple table • use the Zoom menu to view the whole page • know that mail can be sent all over the world electronically via computers (email) • logon to an email account • logout from an email account • use email as a communication tool eg to exchange information with pupils in another school as part local study work • with support, send a picture or document as an attachment • be aware of email safety rules 	<p>communication tool to collaborate with other pupils eg to work together on a project</p> <ul style="list-style-type: none"> • send a picture or document as an attachment • know that files can be send via email as attachments • know that email can be sent or copied to more than one person • know that an email can be forwarded to another person • begin to be aware that computer viruses can be sent via email • be aware of email safety rules 	<p>communication tool to collaborate with other pupils</p> <ul style="list-style-type: none"> • be aware that computer viruses can be sent via email • be aware of email safety rules
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Programming	<ul style="list-style-type: none"> • be aware that many everyday devices respond to commands • learn to switch on a programmable toy to activate movement • begin to follow simple instructions eg playing at robots, country dancing (pre-Logo activities) • play with remote control toys • play with programmable robots be aware that pressing buttons makes the toy or robot respond 	<p>Most children will:</p> <ul style="list-style-type: none"> • know that many everyday devices respond to commands • follow simple instructions eg playing at robots, country dancing (pre-Logo activities) • control a programmable robot in linear scenarios, using Forward and Backward commands (arrows) and the Go command • use trial and error to create a sequence of instructions to a move a programmable robot 	<p>Most children will:</p> <ul style="list-style-type: none"> • control a programmable robot, with a purpose (defined by either teacher or child) • understand that , once programmed a programmable robot can repeat the same instructions • plan and create a sequence of instructions to a move a programmable robot 	<p>Most children will:</p> <ul style="list-style-type: none"> • plan, write, evaluate, and edit a sequence of instructions to a move a programmable robot • attach a pen to programmable robot to record movements eg shapes • plan, write, evaluate, and edit a simple algorithm for a specific purpose (a set of instructions that can be saved, retrieved, and edited) 	<p>Most children will:</p> <ul style="list-style-type: none"> • begin to experiment with on-screen control software to control outputs • experiment with on-screen control software to control outputs • be aware that the computer can be used to control external devices (outputs) eg lights, buzzers, motors and that these can be simulated by pictures on screen • with support, use on-screen control software to plan, create and run a simple set of instructions to make eg a light flash • evaluate and edit the instructions • predict the outcome of an algorithm 	<p>Most children will:</p> <ul style="list-style-type: none"> • use on-screen control software to plan, create and run a set of instructions to make eg to change the traffic lights • evaluate and edit the set of instructions to make a more efficient system • predict the outcome of a control procedure • be aware of control applications in everyday life eg automatic doors, robots in car factories, automatic security lights • create patterns using repeated simple procedures • test, modify and improve patterns • explore the effect of changing a variable within a procedure • predict the 	<p>Most children will:</p> <ul style="list-style-type: none"> • use on-screen control software to plan, create and run a more complex set of instructions • use information from a sensor (input) to initiate parts of the control program • plan and create a control system to answer a task • know when it would be appropriate to use a control system • create more complex patterns using repeated simple procedures
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Ipad Apps	Beebots	Beebots Kodable Beebot app					
Research	Most children will: • explore CD ROM resources eg Talking Books	Most children will: • with support, use CD ROMs to find information eg from a CD ROM encyclopaedia	Most children will: • use CD ROMs to find information eg from a CD ROM encyclopaedia • with support (Favourites file, hyperlinks set up by the teacher) use the Internet to find information for a topic	Most children will: • with support, use simple search tools to find information on CD ROMs and the Internet eg child friendly Search Engine • use a range of sources to find information eg CD ROMs, the Internet • begin to be aware of Internet safety rules	Most children will: • use simple search tools to find information on CD ROMs and the Internet • be aware of Internet safety rules	Most children will: • with support, use a more complex search engine to find information on CD ROMs and the Internet • use AND and OR in their searches • with support, check the accuracy of information • begin to be aware of privacy and other issues related to using the Internet	Most children will: • use a more complex search engine to find information on CD ROMs and the Internet • check the accuracy of information • be aware of privacy and other issues related to using the Internet