St Paul's Catholic School

Computing Overview of knowledge and skills

Year Group	Aut 1	Aut	Spr 1	Spr 2	Sum 1	Sum 2
Year 1	**Online Safety** Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash. **Grouping and Sorting**	**Pictograms** Children are able to sort, collate, edit and store simple digital content **Lego Builders** Children can work out what is wrong with a simple algorithm when the steps are out of order and can write	**Maze Explorers** Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program	**Animated Story Books** Children are able to sort, collate, edit and store simple digital content and retrieve their work and follow simple instructions to access online resources.	**Coding** When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end	**Spreadsheets** Children are able to sort, collate, edit and store simple digital content **Technology outside school** Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between

		their own simple algorithm.			up at the end of the program.	objects that use modern technology and those that do not e.g. a microwave vs. a chair.
	Children are able to sort, collate, edit and store simple digital content					
Year 2	**Online Safety** Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways of reporting inappropriate behaviours and content	**Coding** Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps. Children can identify the parts of a program that respond to specific events and initiate specific actions. For example,	**Spreadsheets** Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. **Questioning** Children demonstrate an ability to organise data using, for example, a database	**Effective Searching** Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations,	**Creating Pictures** Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound. **Making Music** Children are able to edit more complex digital data such as	**Presenting Ideas** Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations,

	Coding Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	they can write a cause and effect sentence of what will happen in a program.		interactive code and programs.	music compositions within 2Sequence	interactive code and programs.
Year 3	**Online Safety** Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep	**Coding** Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if'	**Touch-Typing** Children can come confident in basic computing skills to ensure they can use equipment effectively	**Email (Including email safety)** Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g.	**Branching Databases** Children can collect analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using	**Graphing** Children can collect analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using

passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact. **Coding** Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to	statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. **Spreadsheets** Children can collect analyse, evaluate and present data and information using a selection of software,		being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way They understand the importance of staying safe and the importance of their conduct when using familiar communication tools .	software such as 2Graph. **Simulations** Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	software such as 2Graph.

	understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.					
Year 4	**Online Safety** Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact	**Coding** Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step- through methods	**Spreadsheets** Children make informed software choices when presenting information and data.	**Writing for Different Audiences** Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.	**Animation** Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect	**Effective Searching** Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. **Hardware Investigators**

Coding					
When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.			and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards. Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store	Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.

					information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	
Year 5	**Online Safety** Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and	**Coding** Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause	**Spreadsheets** Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.	**Databases** Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most	**Game Creator** Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures.	**3D Modelling** **Concept Maps** Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g.

	mental wellbeing of themselves and others. **Coding** When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables	of any bug but may need some support identifying the specific line of code. Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.		appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.	They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.	creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.
Year 6	Online Safety	Coding	Spreadsheets	Blogging	Text Adventures Networks	Quizzing

Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety. **Coding** Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. Children are able to interpret a program in parts and can make logical attempts to put	They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.	Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.

| | utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions. | the separate parts of a complex algorithm together to explain the program as a whole. | | | | |