KS1

| National Curriculum Coverage — Key Stage 1 Computing Curriculum | | | | | | | |
|---|---|---|---|---|---|---|---|
| Units | Year 1 | | | | Year 2 | | |
| | Technology all around us | Digital Painting | Moving a robot | Digital Writing | Information Technology around us | Digital Photography | Programming A/B | Pictograms |
| Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions | | | X | | | | X | |
| Create and debug simple programs | | | X | | | | X | |
| Use logical reasoning to predict the behaviour of simple programs | | | X | | | | X | |
| Use technology purposefully to create, organise, store, manipulate and retrieve digital content | X | X | | X | X | X | X | X |
| Recognise common uses of information technology beyond school | X | | X | | X | X | | |
| 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 | X | | | X | X | | | X |

LKS2

| National Curriculum Coverage — Lower Key Stage 2 Computing Curriculum | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Year 3 | | | | Year 4 | | | |
| Units | Connecting Computers | Stop-frame Animation | Programming | Desktop Publishing | The Internet | Repetition in Shapes | Data Logging | Photo Editing |
| Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | | | X | | | X | | |
| Use sequence, selection, and repetition in programs; work with variables and various forms of input and output | X | | X | | | X | X | |
| Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | X | | | X | | |
| 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 | X | | | | X | | | |
| Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | | | X | X | | | X |
| 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 | X | X | X | X | X | X | X | X |
| Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | | | | | X | | | X |

UKS2

| National Curriculum Coverage — Upper Key Stage 2 Computing Curriculum | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Year 5 | | | | Year 6 | | | |
| Units | Sharing Information | Video Editing | Flat-File Databases | Lego EV3 | Internet Communication | Webpage Creation | 3D Modelling | Sensing |
| Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts | X | | | X | X | | | X |
| Use sequence, selection, and repetition in programs; work with variables and various forms of input and output | X | | | X | | | | X |
| Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | | | | X | | | | X |
| 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 | X | | | | X | | | |
| Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | | X | X | | X | X | | |
| 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 | X | X | X | X | X | X | X | X |
| Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | X | X | | | | X | X | |