

## Computing Curriculum Overview: Programmes of Study

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p> <p>-Recognise common uses of information technology beyond school.</p>	<p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-</p> <p>Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-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.</p>	<p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-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.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-Use technology safely and respectfully.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-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.</p>

## Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Create and debug simple programs.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p>	<p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>-Use logical reasoning to predict the behaviour of simple programs.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-Use technology safely and respectfully, keeping personal information private.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-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.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-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.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-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.</p>	<p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-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.</p>

### Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence ... in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>-Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.</p>	<p>-Debug programs that accomplish specific goals.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>-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.</p> <p>-Work with various forms of input and output.</p> <p>-Use technology safely, respectfully and responsibly.</p>	<p>-Understand computer networks, including the internet; how they can provide multiple services.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>-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.</p> <p>-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.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</p>	<p>-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.</p> <p>-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.</p>

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>-Design, write and debug programs that accomplish specific goals.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p> <p>-Use sequence, selection, and repetition in programs; work with various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>-Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-Understand computer networks, including the internet; ... and the opportunities they offer for communication and collaboration.</p> <p>-Be discerning in evaluating digital content.</p> <p>-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 ... .</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p>	<p>-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.</p> <p>-Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.</p> <p>-Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p>	<p>-Solve problems by decomposing them into smaller parts.</p> <p>-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.</p> <p>-Use search technologies effectively. Be discerning in evaluating digital content.</p> <p>-Use ... a variety of software (including internet services) ... to ... create ... content ... including ... presenting information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>-Work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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.</p>

## Year 5

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<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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 ...</p>	<p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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.</p>	<p>-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.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ... be discerning in evaluating digital content.</p>	<p>-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.</p> <p>-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.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ... be discerning in evaluating digital content.</p>	<p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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.</p>

## Year 6

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<p>-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.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-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.</p> <p>-Work with ... various forms of input and output.</p>	<p>-Solve problems by decomposing them into smaller parts.</p> <p>-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.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>-Be discerning in evaluating digital content.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>-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.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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.</p> <p>-Be discerning in evaluating digital content.</p> <p>-Recognise acceptable/unacceptable</p>	<p>-Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>-Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>-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.</p>	<p>-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.</p> <p>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>-Select, use and combine a variety of software (including internet services) ... to design and create content that accomplishes given goals, including collecting, analysing, evaluating and presenting ... information.</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>

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