

# Computing

select, use & combine a variety of software (inc internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals, inc collecting, analysing, evaluating & presenting data & information.



use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact.

design, write & debug programs that accomplish specific goals, inc controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

understand computer networks including the internet; how they can provide multiple services, such as the world wide web; & the opportunities they offer for communication & collaboration.

use sequence, selection, & repetition in programs; work with variables & various forms of input & output.

use search technologies effectively, appreciate how results are selected & ranked, & be discerning in evaluating digital content.

use logical reasoning to explain how some simple algorithms work and to detect & correct errors in algorithms & programs.

## Key Stage Two

creating & debugging simple programs & using logical reasoning to predict the behaviour of simple programs.

using technology purposefully to create, organise, store, manipulate & retrieve digital content.

recognising common uses of information technology beyond school.

understanding algorithms & how they are implemented as programmes on digital devices.

using technology safely & respectfully, keeping personal info private; knowing where to go for help & support when they have concerns about content or contact.

## Key Stage One

Independent learning opportunities via continuous provision:

*opportunities to explore simple programming with Beebots & Blue-Bots using commercially produced floormats & the children's own mats.*

*regular access to iPads using a wide range of cross curricular apps e.g. Keezy, Daisy the Dinosaur, Puppet Pals*

*daily access to class computers to use programs*

*such as 2 Simple, Story Maker 2 & to online reading books*

*'tinker trays' containing defunct items e.g. radios, keyboards etc for children to explore*

## Early Years Foundation Stage

*mobile phones, keyboards, remote controls, walkie talkies etc in the home corner & role play areas indoor & outdoors to support children's imaginative play.*

*with adult support children use iPads & apps such as Book Creator, Animate Anything & iMovie to share their learning*

*access to class iPad & cameras for children to photograph their work and/or things of interest e.g. Hole Hunt, Shape Hunt etc*

*wind up, battery operated & remote control toys for children to play with & consider how they work*

*daily access to interactive whiteboards to play music, watch videos & play interactive games*