



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



| Computing | | | |
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| Year Group | NC Objectives | Skills | Knowledge |
| Year 1 | <p>To 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>To create and debug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p> | <p>I can use a program to create a simple document.</p> <p>I can predict the behaviour of a programmed toy.</p> | <p>I can recognise how I use technology in my home and at school.</p> <p>I know to tell an adult if I see anything worrying online.</p> <p>I can explain that an algorithm is a step by step set of instructions.</p> |
| Year 2 | <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To recognise common uses of information technology beyond school.</p> <p>To 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>I can find, open, edit and save files I am working on.</p> <p>I can use different software programs and discuss the benefits of their usage.</p> <p>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm.</p> <p>I can create a simple program to perform a task.</p> <p>I can create and debug simple programs.</p> | <p>I can recognise how others use technology outside of school.</p> <p>I know I need to keep my personal information private.</p> <p>I can understand that programs run by following clear instructions.</p> |



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| | | I can find and fix simple bugs in programs. | |
| Year 3 | <p>To 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>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>To 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>I can use a range of input and output devices efficiently.</p> <p>I can make choices on which program is best for a given task.</p> <p>I can use a search engine to find web pages.</p> <p>I can produce a simple program that completes a given task.</p> <p>I can explain how simple algorithms solve a given problem.</p> | <p>I know what input and output devices are and how they are used.</p> <p>I understand that computer networks allow data to be transferred and shared.</p> <p>I understand that the internet is a large network that enables computers to share information.</p> <p>I know I need to keep my password and personal information secure.</p> <p>I can recognise acceptable and unacceptable behaviour online.</p> <p>I understand that not all websites are as reliable as others.</p> |
| Year 4 | <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> | <p>I can use more complicated input devices.</p> <p>I can use different software programs and different types of hardware.</p> <p>I can use a range of programs to complete a task.</p> | <p>I understand that some computers on a network serve particular functions, such as controlling printers or sharing files.</p> <p>I understand that what I say or post on the internet might be copied, shared and stored by others.</p> |



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| | <p>To 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>I can break programs up into smaller parts.</p> <p>I can use logical thinking to identify and solve potential bugs during coding.</p> <p>I can use other programs as I code.</p> | <p>I know what to do if I see anything worrying online.</p> <p>I understand how search engines order their results.</p> |
| Year 5 | <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>I can use the internet to allow me to share data with another person.</p> <p>I can select appropriate software to use for a given task.</p> <p>I can confidently use a range of software tools.</p> <p>I can use more advanced features when searching online.</p> <p>I can use a range of search tools to find exactly what I'm looking for.</p> <p>I can write increasingly complex programs.</p> <p>I can control external hardware from within my programs.</p> <p>I can use loops to repeat tasks within a program.</p> | <p>I understand how to choose online content for my age group.</p> |



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| | | <p>I can use IF statements to alter the way my programs run.</p> <p>I can explain how increasingly complex algorithms solve a given problem.</p> | |
| Year 6 | | <p>I can use and combine services on the internet to share information.</p> <p>I can use more than one piece of software to complete a task.</p> <p>I can design a program for a given audience.</p> <p>I can use software to help me analyse and present data and information.</p> <p>I can use a broad range of resources online to find exactly what I am looking for.</p> <p>I can combine software and hardware to solve real life problems.</p> <p>I can break code up into related instructions, making debugging easier and quicker.</p> <p>I can store and retrieve variables in a program.</p> | <p>I understand how computers are able to communicate and share information.</p> <p>I understand how to protect my computer or device from harm on the internet.</p> <p>I understand how to report concerns about content and contact in and out of school.</p> <p>I can recognise trustworthy sources of information on the internet.</p> <p>I can use logical thinking to identify and solve potential bugs during coding.</p> |



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| | | <p>I can use loops, variables and IF statements to alter the way my programs run.</p> | |
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