



**Our Curriculum Drivers**

Curiosity	Environment	Identity & Diversity	Life Skills
Critical thinking Creative thinking Enquiry	Sustainability Locality Community Charity	Religions Equal Opportunities Self-Worth	Independence Problem Solving Resilience Cooperation & Conflict

**KS1**

**National Curriculum**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- 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.

	Code	Connect	Communicate	Collect	Vocab
<b>E Y F S</b>	Control when drawings appear and set the pen colour, size and shape.  Specify user inputs (such as clicks) to control events	I can talk about our school using social media.	Understanding the world (technology)  I know I can communicate with people using phones, laptops and tablets.	I can group objects into a simple database category e.g sorting by size or colour.	Database Collect variable
<b>Y e a r 1</b>	Select sounds and control when they are heard, their duration and volume  Control motion by specifying the number of steps to travel, direction and turn	I understand our school uses social media  I know what to do if I see anything that worries me online	I can create a simple typed document.  I can create a picture using technology.  I can take a clear photo of a subject.	I can group objects into a simple database category e.g sorting by size, colour or number of items e.g number of objects	Database Collect Variable Tally chart Table
<b>Y e a r 2</b>	Add text strings, show and hide objects and change the features of an object  Specify the nature of events (such as a single event or a loop)  Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?)	I know what information I should keep private online.  I understand the type of websites suitable for my age.	I can use technology to create and send a message.  I can create short videos.  I can create a word document for a purpose.	I can create a simple database in the form of a table or graph and use this to answer questions and retrieve data.	Loop Condition Action input

## KS2

### National Curriculum

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

KS2	Code	Connect	Communicate	Collect	Vocab
Year 3	<p>Set the appearance of objects and create sequences of changes</p> <p>Create and edit sounds. Control when they are heard, their volume, duration and rests</p> <p>Use IF THEN conditions to control events or objects</p>	<p>I can create something to be published online.</p> <p>I can give examples of online risks.</p> <p>I am beginning to understand the term copyright.</p>	<p>I can make simple edits to a photo.</p> <p>I can make simple edits and add transitions to a video.</p> <p>I can make a short presentation to explain.</p>	<p>I can recognise and edit an inefficient database to make it fit for purpose.</p> <p>I can create a database that has more than one variable and use this to retrieve information.</p>	<p>Variable</p> <p>Retrieve</p> <p>copyright</p>
Year 4	<p>Use variables to store a value</p> <p>Use the functions define, set, change, show and hide to control the variables</p>	<p>I understand the term copyright.</p> <p>I know how to have safe, positive online interactions.</p>	<p>I can create a PowerPoint to present ideas.</p> <p>I understand technology that is used for communication.</p>	<p>I can independently decide how to create and show a database that is; relevant to a question and easy to retrieve and interpret.</p>	<p>Value</p> <p>Function</p> <p>define</p>
Year 5	<p>Use the Reporter operators  <math>0 + 0</math>  <math>0 - 0</math>  <math>0 * 0</math>  <math>0 / 0</math>                      to perform calculations.</p> <p>Change the position of objects between screen</p>	<p>I understand the consequences of trolling and cyber bullying.</p> <p>I can explain that downloading copyrighted material is illegal.</p>	<p>I can choose the most appropriate way to present and communicate information.</p> <p>I can further develop my use of tools and skills in known programmes and applications.</p>	<p>I can create a simple spreadsheet showing clear information.</p> <p>I can create a spreadsheet with more than one variable.</p>	<p>Reporter</p> <p>Broadcast</p> <p>Trigger</p> <p>Formula</p> <p>network</p>

	<p>layers (send to back, bring to front)</p> <p>Set events to control other events by 'broadcasting' information as a trigger</p> <p>Use IF THEN ELSE conditions to control events or objects</p> <p>Use lists to create a set of variables</p>	<p>I can begin to work collaboratively on projects.</p>		<p>I understand the function of a formula.</p>	
<p>Y e a r 6</p>	<p>Use the Boolean operators</p> <p><math>0 &lt; 0</math>  <math>0 = 0</math>  <math>0 &gt; 0</math>  <math>0 \text{ and } 0</math>  <math>0 \text{ or } 0</math>  <math>\text{Not } 0</math></p> <p>to define conditions.</p> <p>• Use the Reporter operators</p> <p><math>0 + 0</math>  <math>0 - 0</math>  <math>0 * 0</math>  <math>0 / 0</math></p> <p>to perform calculations.</p> <p>Pick Random <math>0</math> to <math>0</math></p> <p>Join <math>0</math> <math>0</math></p> <p>Letter <math>0</math> of <math>0</math></p> <p>Length of <math>0</math></p> <p><math>0 \text{ Mod } 0</math> This reports the remainder after a division calculation</p> <p>Round <math>0</math></p> <p><math>0</math> of <math>0</math></p> <p>Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions</p>	<p>I understand how servers and networks are set up and used.</p> <p>I can recognise and interact with an online community and understand both the benefits and risks of doing so.</p> <p>I can work collaboratively online.</p>	<p>I can present communications and information in a variety of ways that clearly portray intention and meaning.</p> <p>I can send e-mails appropriately using the expected structure and vocabulary.</p> <p>I can independently select, use and evaluate an application or programme to communicate my ideas.</p>	<p>I can independently create a spreadsheet that shows multiple variables, is clear and easy to retrieve information from.</p> <p>I can use simple formulas in a spreadsheet appropriately.</p>	<p>Mod Server Proxy VPN</p>