



## Computing at The Crayland School based upon elements of DASCO computing planning

The new computing curriculum can be separated into 3 strands; digital literacy, computer science and information technology.

	KS1	KS2
CS	<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>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>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>
IT	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Use search technologies effectively</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>
DL	<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 the opportunities [networks] offer for communication and collaboration</p> <p>Be discerning in evaluating digital content</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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Long term computing planning 2015 – 2016 - Online safely elements in red.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<u>Use</u> Saying nice things What is a computer?	<u>Program</u> Personal and private. Practical algorithms.	<u>Input</u> Safe searching. Using Word.	<u>Produce</u> Rules for sites on the internet. Programming Beebots.	<u>Animate</u> Protecting your identity. 2 Animate.	<u>Research</u> Messages. Searching the internet/databases.
Year 2	<u>Use</u> Staying safe online. Input and output devices.	<u>Program</u> What information can I share? Programming a device.	<u>Input/Edit</u> Using keywords. Word processing.	<u>Produce</u> Online gaming. Predicting and debugging programs.	<u>Collect</u> Using avatars. Data handling.	<u>Create</u> Communicating with others. Using paint software.
Year 3	<u>Engineer</u> Sites I like. Input, output, process.	<u>Program</u> My online community. Robots.	<u>Study</u> Safer Internet Day. Word / Comic Life.	<u>Produce</u> Key words. Scratch – using the blocks.	<u>Present</u> Show respect online. Powerpoint.	<u>Create</u> Reporting cyber bullying. Scratch – making a game.
Year 4	<u>Communicate</u> Online responsibility. Emails/Vlogging	<u>Program</u> Digital Footprint. Logo	<u>Study</u> Safer Internet Day Excel	<u>Produce</u> Copyright and plagiarism. Scratch – investigating scripts	<u>Present</u> Use of passwords. Prezi.	<u>Create</u> Private and personal information. Scratch – control sensing and score variable.
Year 5	<u>Reporters</u> Digital citizenship. Kidsblog	<u>Networkers</u> Cite a site. Search engines.	<u>Programmers</u> Safer Internet Day. Algorithms and Flowcharts.	<u>Producer</u> Images online. Sequences on logo.	<u>Collector</u> Cyberbullying. Data handling.	<u>Game makers</u> Spam. Scratch – sensing.
Year 6	<u>Networker</u> Social networking. Computer networks.	<u>Coder</u> Cyber bullying. Flowcharts.	<u>Animator</u> Safer Internet Day Animating	<u>App Builder</u> Selling stereotypes. Mobile App builder.	<u>Analysts</u> Talking safely online Spreadsheets	<u>Game Maker</u> Passwords Making an app on Scratch.