

| Computing | CURRICULM / EARLY LEARNING GOALS | | YEAR GROUP | WHAT IS LEARNED | HOW WILL THEY LEARN THIS? | HOW DO WE KNOW IT HAS STUCK? |
|-----------|---|--|---------------|---|---|--|
| FS | | | | puting objectives. However, it is still expected that ch | nildren will be | Children |
| KS1 | Introduced to appround to appround the stand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | POS The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital | 1 2 | Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices Understand what algorithms are. Understand how algorithms are implemented as programs on digital devices. Understand that programs execute by following precise and unambiguous instructions. | Teacher Inputs Regular questioning Report writing Lessons | will be able to recall taught information evidenced in work and learning walks and reports |
| KS2 | Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and | systems work, and how this knowledge enables programmers to create. | 3 | Understand the internet and the services and the opportunities they offer for communication and collaboration. Understand the internet and the services and the opportunities they offer for communication and collaboration. Understand other computer networks and the services and the opportunities they offer for communication and collaboration. | | |

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| Computing | NATIONAL CURRICULM / EARLY LEARNING GOALS | YEAR GROUP | WHAT IS LEARNED | HOW WILL THEY LEARN THIS? | HOW DO WE KNOW IT HAS STUCK? |
|-----------|---|---------------|---|------------------------------------|--|
| | the opportunities they offer for communication and collaboration. | 5 | Understand the core of computing is computer science, the principles of which are: information and computation. Understand how digital systems work (including networks and the WWW), and how this knowledge enables programmers to create. | | |
| | | 6 | Understand the core of computing is computer science, the principles of which are: information and computation. Understand how digital systems work (including networks and the WWW), and how this knowledge enables programmers to create. Understand how this impacted the work of Turing and Jobs (linked with Art and Design). | | |

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ASSOCIATED CONTENT

APPENDIX I

First Introduced

Concept yet to be introduced

Continually revisited and revised

| EYFS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|------|------|----|----|----|----|----|
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| | ETFS | | | | | |

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APPENDIX II

| | EYFS | Y1/2 | Y3/4 | Y5/6 |
|----------|--|------|--|---|
| Internet | The Internet is a network that we can use for play and to enable us to search for facts. | | Y3 - The Internet is a network, or system, that connects millions of computers worldwide. People often use the Web as a part of their schoolwork or job. They use search engines such as Google. Y4 - The Internet is a network, or system, that connects millions of computers worldwide. People often use the Web as a part of their schoolwork or job. They use search engines such as Google to look for information on the Web. People also use the Web for entertainment such as films and games. | Y5 - The Internet is a network, or system, that connects millions of computers worldwide. People often use the Web as a part of their schoolwork or job. They use search engines such as Google to look for information on the Web. People also use the Web for entertainment such as films and games. The Internet is a vast network that connects computers all over the world. Y6 - The Internet is a network, or system, that connects millions of computers worldwide. People often use the Web as a part of their schoolwork or job. They use search engines such as Google to look for information on the Web. People also use the Web for entertainment such as films and games. The Internet is a vast network that connects computers all over the world. Through the Internet, people can share |

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| | | | information and communicate from anywhere in the world. |
|----------------|--|---|---|
| Program | A set of algorithms are used to create a program. | Y1 - A set of algorithms are used to create a program. Programs enable digital devices to carry out tasks, solve problems and answer questions. | |
| | | Y2 - Year 2 A set of algorithms are used to create a program. Programs enable digital devices to carry out tasks, solve problems, answer questions and operate robotics. Programs include: interactive websites and forms, apps, streaming and digital games. | |
| Digital Device | An electronic device such as: laptop, computer, iPad, or tablet. | Y1 - An electronic device that can be used to create, generate, send, share, communicate, receive, store, display, or process information. | |
| | | Y2 - An electronic device that can be used to create, generate, send, share, | |

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| | communicate, receive, store, | |
|------------|--|--|
| | display, or process | |
| | information. Electronic | |
| | devices include, but not | |
| | limited to, desktops, laptops, | |
| | tablets, mobile phones and | |
| | televisions. | |
| Algorithms | Y1 - An algorithm is an | |
| Aigoriums | | |
| | instruction for a digital device | |
| | to follow. | |
| | \(\(\text{\Omega} \) \(\ | |
| | Y2 An algorithm is an | |
| | instruction for a digital device | |
| | to follow. A set of algorithms | |
| | are used to create a program. | |
| Execute | Y1 | |
| | | |
| | The process by which a digital | |
| | device reads and acts on the | |
| | instructions of a computer | |
| | program | |
| | F 3 | |
| | Y2 | |
| | · - | |
| | The process by which a digital | |
| | device reads and acts on the | |
| | instructions of a computer | |
| | program. Each instruction of a | |
| | · | |
| | program is a description of a | |

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| (Digital) Communication | | Y3 - Digital Communication is the electronic exchange of | |
|----------------------------|--|---|---|
| | | | intervention digital services include: games, e-books, cloudbased software, websites, and streaming music |
| | | or an electronic network. Such as: games, e-books, cloud-based software, websites, and streaming music | Y6 - Digital Services are services which are delivered over the internet or an electronic network. They are essentially automated and involve minimal human |
| | | Y4 - Digital Services are services which are delivered over the internet | include: games, e-books, cloud- based software, websites, and streaming music. |
| | | delivered over the internet or an electronic network. Such as: games, websites, and streaming music. | internet or an electronic network and the nature of which renders their supply essentially automated. Digital services |
| (Digital) Services | Exactly as it is written. | Y3 - Digital Services are services which are | Y5 - Digital Services are services which are delivered over the |
| Precise | Y1/2 Exactly as it is written. | | |
| | particular action which must be carried out, in order for a specific problem to be solved. | | |

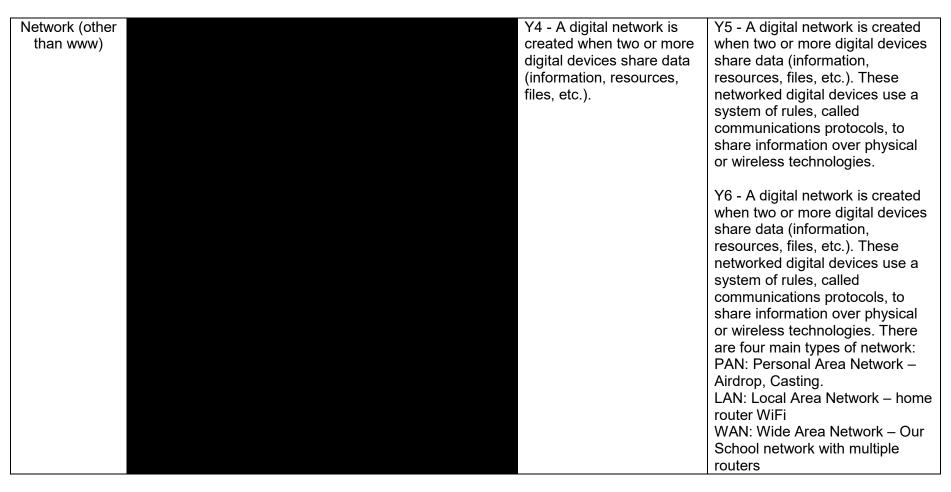
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| | information which includes | |
|---------------|------------------------------|--|
| | texts, email, social media, | |
| | and video chat. | |
| | | |
| | Y4 - Digital | |
| | Communication is the | |
| | electronic exchange of | |
| | information which includes | |
| | texts, email, social media, | |
| | and video chat. Blogs, | |
| | podcasts, and videos are | |
| | also considered forms of | |
| | digital communication. | |
| (Digital) | Y3 - Digital collaboration | |
| Collaboration | occurs when people use | |
| | digital technologies to | |
| | work together. | |
| | Y4 - Digital collaboration | |
| | occurs when people use | |
| | digital technologies to | |
| | work together. This is very | |
| | different from traditional | |
| | collaboration, it connects a | |
| | broader network of | |
| | participants who can | |
| | accomplish much more | |
| | than they would on their | |
| | own | |

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| | | MAN: Metropolitan Area Network – large areas and companies Apple Headquarters, California |
|-----------------------|--|---|
| Computing | | Y5/6 |
| Computer | | The use of computers and digital devices to create, process, store, manipulate, secure and exchange all forms of electronic data. Y5 |
| Science | | Computer science is the study of computers and algorithmic processes. |
| | | Y6 |
| | | Computer science is the study of computers and algorithmic processes, including: hardware and software designs, their applications, and their impact on society |
| Information | | Y5 |
| (Computer Science) | | When information is entered into and stored in a computer, it is generally referred to as data. |

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Computation (Computer Science) Y6

When information is entered into and stored in a computer, it is generally referred to as data. After processing -- such as formatting and printing -- output data can again be perceived as information.

Y5

Computation is any type of calculation that includes both arithmetical and non-arithmetical steps and which follows a well-defined model

Y6

Computation is any type of calculation that includes both arithmetical and non-arithmetical steps and which follows a well-defined model. Mechanical or electronic devices that perform computations are known as computers. An especially well-

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Digital Systems (inc. Networks and the www)

Programmer

known discipline of the study of computation is computer science.

Y5

Digital system refers to elements such as hardware, software and networks and their use, such as: a mobile phone or television

Y6

Digital system refers to elements such as hardware, software and networks and their use, such as: a mobile phone or television. When digital systems are connected, they form a network. For example: a smartphone is a digital system

Y5/6

A programmer is an individual that writes/creates computer software or applications by giving the computer specific programming instructions. These individuals are instrumental to the development of computer

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technology and the field of computing.

Content (posts, accounts, blog entries)

Content creators populate the sites/apps and other software created by programmers.

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