



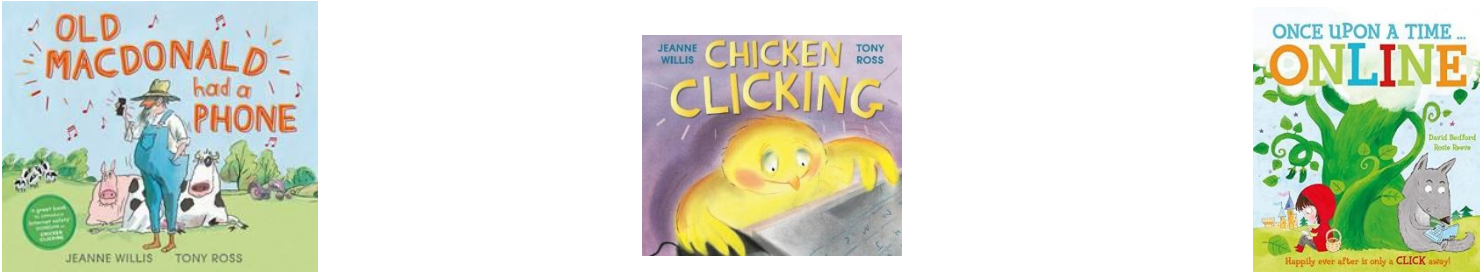
# ST. ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

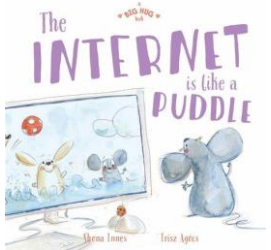
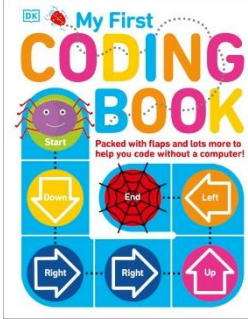
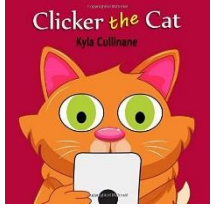


## COMPUTING CURRICULUM

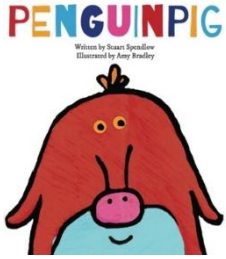

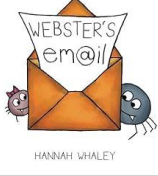
In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

*"Let us love, not in word, but in truth and action." (1 John 3:18)*

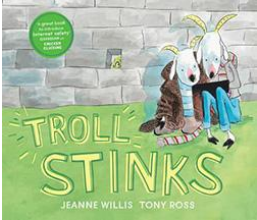

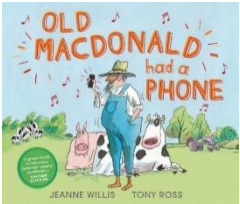
EYFS	<p>Within the new EYFS curriculum the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children. Teaching computing within the curriculum ensures that children enter Year 1 with a strong foundation of knowledge. Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we should also make sure that they are fluent in computer literacy and all-important e-safety.</p>		
	<b>Physical Development</b>	<b>Personal, Social and Emotional development</b>	<b>Communication and Language</b>
RECEPTION	<ul style="list-style-type: none"> <li>I know how to use an iPad or tablet appropriately.</li> <li>I know how to use my fingers on a touch screen, and control a mouse/touchpad on a computer.</li> </ul>	<ul style="list-style-type: none"> <li>I can wait a short amount of time for something I want e.g.: a computer loading / an App to work.</li> <li>I know how to complete a familiar task independently and with support will try new things. E.g.: a computer programme / Beebots.</li> <li>I can select tools and resources that I need to complete a task of my own choosing.</li> <li>I know how to be safe online. I know that a password is secret.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use a camera i.e.: on an iPad.</li> <li>I know how to work a simple programable toy.</li> <li>I can select and use technology for particular purposes.</li> </ul>
Online safety	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
	<ul style="list-style-type: none"> <li>I can identify ways that I can put information on the internet.</li> <li>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some simple examples of my personal information (e.g. name, address, age, birthday, location).</li> <li>I can describe ways that some people can be unkind online.</li> </ul>	<ul style="list-style-type: none"> <li>I know that work I create belongs to me.</li> <li>I can recognise some ways in which the internet can be used to communicate</li> </ul>
EYFS Books	 <p>The image shows three children's book covers. The first is 'Old MacDonald had a Phone' by Jeanne Willis and Tony Ross, featuring a farmer with a pig and a cow. The second is 'Chicken Clicking' by Jeanne Willis and Tony Ross, featuring a yellow chicken at a computer. The third is 'Once Upon a Time... Online' by David Bedford and Nicola Davies, featuring a red-capped girl and a grey wolf in a digital landscape.</p>		

	AUTUMN		SPRING		SUMMER	
Y1	<p><b>Computing systems and networks – Technology around us</b></p> <p><i>Internet safety:</i> Self-image and identity Copyright and ownership</p>		<p><b>Programming A – moving a robot</b></p> <p><i>Internet safety:</i> Managing information online Online relationships</p>		<p><b>Creating media – digital writing</b></p> <p><i>Internet safety:</i> Health, well-being and lifestyle Online reputation</p>	

	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
YEAR 1	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li><b>Managing information online:</b> <i>I can give simple examples of how to find information using digital technologies e.g. search engines and voice activated searching</i></li> <li><b>Copyright and ownership:</b> <i>I can save my work under a suitable title or name so that others know it belongs to me.</i></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use technology safely and respectfully, keeping personal information private</li> <li><b>Self-image and identity:</b> <i>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset</i></li> <li><b>Health, Well-being and Lifestyle:</b> <i>I can explain rules to keep myself safe when using technology both in and beyond home</i></li> <li><b>Online relationships:</b> <i>I can give examples of when I should ask permission to do something online and explain why this is important.</i></li> <li><b>Online reputation:</b> <i>I can recognise that information can stay online and could be copied.</i></li> </ul>

Y2	<b>Computing systems and networks – IT around us</b> <i>Internet safety:</i> <i>Online relationships</i> <i>Online bullying</i>		<b>Programming A – Robot algorithms</b> <i>Internet safety:</i> <i>Self-image and identity</i> <i>Privacy and security</i>		<b>Creating media – digital music</b> <i>Internet safety:</i> <i>Online reputation</i> <i>Copyright and ownership</i>	
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	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
YEAR 2	<ul style="list-style-type: none"> <li>Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate, and retrieve digital content</li> <li>Recognise common uses of information technology beyond school</li> <li><b>Privacy and security:</b> I can explain how passwords can be used to protect information, accounts and devices.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li><b>Online relationships:</b> I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</li> <li><b>Self-image and identity:</b> I can explain how other people may look and act differently online and offline</li> <li><b>Online reputation:</b> I can explain how information put online about someone can last for a long time</li> <li><b>Online bullying:</b> I can explain what bullying is, how people may bully others and how bullying can make someone feel.</li> <li><b>Copyright and ownership:</b> I can recognise that content online may belong to other people.</li> </ul>

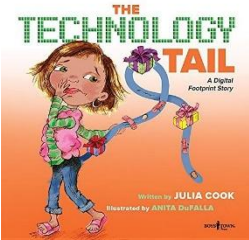

Y3	<b>Computing systems and networks –</b> <b>Connecting computers</b> <i>Internet safety:</i> <i>Online bullying</i> <i>Online relationships</i>		<b>Data and information –</b> <b>Branching databases</b> <i>Internet safety:</i> <i>Managing online information</i> <i>Sel-image and identity</i>		<b>Creating media –</b> <b>Desktop publishing</b> <i>Internet safety:</i> <i>Health, wellbeing and lifestyle</i> <i>Copyright and ownership</i>	
	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY			

<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use technology safely, respectfully and responsibly</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• <b>Online bullying:</b> I can describe appropriate ways to behave towards other people online and why this is important</li> <li>• <b>Managing online information:</b> I can demonstrate how to use key phrases in search engines to gather accurate information online</li> <li>• <b>Health, wellbeing and lifestyle:</b> I can explain why spending too much time using technology can have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged</li> <li>• <b>Online relationships:</b> I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</li> <li>• <b>Self-image and identity:</b> I can explain how people can present themselves in different ways online.</li> <li>• <b>Copyright and ownership:</b> I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</li> </ul>
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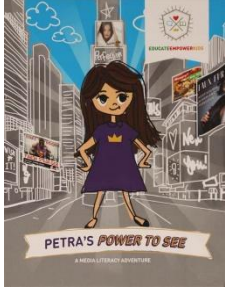
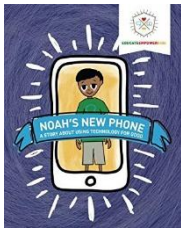
Y4	<b>Computing systems and networks – The Internet</b> <b>Internet safety:</b> Privacy and security Online reputation		<b>Creating media - Audio production</b> <b>Internet safety:</b> Copyright and ownership Online bullying		<b>Programming B – Repetition in games</b> <b>Internet safety:</b> Self-image and identity Health, well-being and lifestyle	
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	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
YEAR 4	<ul style="list-style-type: none"> <li>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content opportunities they offer for communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><b>Privacy and security:</b> I can describe strategies for keeping personal information private, depending on context</li> <li><b>Copyright and ownership:</b> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it</li> <li><b>Self-image and identity:</b> I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this</li> <li><b>Online reputation:</b> I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> <li><b>Online bullying:</b> I can describe ways people can be bullied through a range of media.</li> </ul>

			<ul style="list-style-type: none"> <li><b>Health, wellbeing and lifestyle:</b> I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> </ul>
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Y5	<p><b>Computing systems and networks - Systems and searching</b></p> <p><b>Internet safety:</b> Online relationships Managing information online</p>		<p><b>Creating media - Video production</b></p> <p><b>Internet safety:</b> Online reputation Privacy and security</p>		<p><b>Programming A – Selection in physical computing</b></p> <p><b>Internet safety:</b> Online bullying Self-image and identity</p>	
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	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
YEAR 5	<ul style="list-style-type: none"> <li>Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li><b>Privacy and security:</b> I can explain what a strong password is and demonstrate how to create one.</li> </ul>	<ul style="list-style-type: none"> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li><b>Online relationships:</b> I can explain that there are some people who I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault</li> <li><b>Online reputation:</b> I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect</li> <li><b>Online bullying:</b> I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying</li> <li><b>Managing information online:</b> I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.</li> <li><b>Self-image and identity:</b> I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul>

Y6	<p><b>Computing systems and networks - Communication and collaboration</b></p> <p><b>Internet safety:</b> Managing online information Online bullying</p>		<p><b>Programming A – Variables in games</b></p> <p><b>Online safety:</b> Self-image and identity Copyright and ownership</p>		<p><b>Data and information - Introduction to Spreadsheets</b></p> <p><b>Internet safety:</b> Online relationships Health, well-being and lifestyle</p>	
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	<b>COMPUTER SCIENCE</b>	<b>INFORMATION TECHNOLOGY</b>	<b>DIGITAL LITERACY</b>
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<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• <b>Online bullying:</b> I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</li> <li>• <b>Copyright and ownership:</b> I can demonstrate the use of search tools to find and access online content which can be reused by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• <b>Managing online information:</b> I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal</li> <li>• <b>Self-image and identity:</b> I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online</li> <li>• <b>Online relationships:</b> I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not</li> <li>• <b>Health, well-being and lifestyle:</b> I can recognise and discuss the pressures that technology can place on someone and how/when they could manage this.</li> </ul>
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