

## Computing – Teaching units mapped to National Curriculum End Points

National Curriculum Coverage Key Stage 1 Computing Curriculum	1.1 Technology around us	1.2 Digital painting	1.3 Moving a robot	1.4 Grouping data	1.5 Digital writing	1.6 Programming animations	2.1 Information technology	2.2 Digital photography	2.3 Robot algorithms	2.4 Pictograms	2.5 Making music	2.6 Programming quizzes
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												

National Curriculum Coverage Lower Key Stage 2 Computing Curriculum	3.1 Connecting computers	3.2 Stop-frame animation	3.3 Sequencing sounds	3.4 Branching databases	3.5 Desktop publishing	3.6 Events and actions in	4.1 The Internet around us	4.2 Audio editing	4.3 Repetition in shapes	4.4 Data logging	4.5 Photo editing	4.6 Repetition in games
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												

National Curriculum Coverage Upper Key Stage 2 Computing Curriculum	5.1 Sharing information	5.2 Video editing	5.3 Selection in physical computing	5.4 Flat-file databases	5.5 Vector drawing	5.6 Selection in quizzes	6.1 Internet communication	6.2 Webpage creation	6.3 Variables in games	6.4 Introduction to spreadsheets	6.5 3D modelling	6.6 Sensing
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	■	■						■	■		■	