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| COMPUTING KS2 | | | |
| At Dane Ghyll Community Primary School pupils will be taught how to:   * 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 worldwide 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 will have an Internet Safety Curriculum which will track throughout the Key Stage in order to provide suitable and appropriate levels of safety for the children. This will be reviewed annually to ensure the curriculum follows current legislation and advice. | | | |
| COMPUTING KS2 | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * **Connecting computers** Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks. * **Stop-frame animation**  Capturing and editing digital still images to produce a stop-frame animation that tells a story * **Sequencing sounds**  Creating sequences in a block-based programming language to make music. * **Branching databases** Building and using branching databases to group objects using yes/no questions. * **Desktop publishing**  Creating documents by modifying text, images, and page layouts for a specified purpose. * **Events and actions in programs** Writing algorithms and programs that use a range of events to trigger sequences of actions. | * **The internet**  Recognising the internet as a network of networks including WWW & why we should evaluate online content. * **Audio production**  Capturing and editing audio to produce a podcast, ensuring that copyright is considered * **Repetition in shapes**  Using a text-based programming language to explore count-controlled loops when drawing shapes. * **Data logging**  Recognising how and why data is collected over time, before using data loggers to carry out an investigation. * **Photo editing**  Manipulating digital images, reflecting on the impact of changes and whether the required purpose is fulfilled. * **Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game. | * **Systems and searching** Recognising IT systems in the world and how some can enable searching on the internet. * **Video production**  Planning, capturing, and editing video to produce a short film. * **Selection in physical computing** Exploring conditions and selection using a programmable microcontroller. * **Flat-file databases**  Using a database to order data and create charts to answer questions. * **Introduction to vector graphics** Creating images in a drawing program by using layers and groups of objects. * **Selection in quizzes** Exploring selection in programming to design and code an interactive quiz | * **Communication and collaboration**  Exploring how data is transferred by working collaboratively online. * **Webpage creation**  Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. * **Variables in games**  Exploring variables when designing and coding a game. * **Introduction to spreadsheets** Answering questions by using spreadsheets to organise and calculate data. * **3D modelling**  Planning, developing, and evaluating 3D computer models of physical objects. * **Sensing movement**  Designing and coding a project that captures inputs from a physical device |