Livingstone Road Primary Federation

Together We Can
Learn Laugh Dream Grow

Curriculum
Computing Coverage Map

Ensuring National Curriculum coverage:

EYFS Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

KS1 Pupils should be taught to: 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

KS2 Pupils should be taught 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 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.

Weighting of these within the curriculum (i.e revisiting some in multiple terms) is based on the number of skills needed to taught and the importance allocated to some .

Rationale of organisation of themes throughout the year:

Technology Autumn 1— revisits and refines children's knowledge of how to use websites to locate reliable information. This it to be completed early in the year so that this skill can be used to research for other areas of the curriculum.

E-safety theme to coincide with E-safety week at school. This week will fall at the end of the half term and allow the children to share their learning with the school. Assembles to share learning to be incorporated and parent workshops to be planned and delivered.

Multimedia must come before 'Share it' as it allows children to rehearse skills of adding audio/ pictures etc on different programmes with will be then used in the project within Summer 2.

Share it– communication theme to be completed in Summer 2 to aid with transitions. Year 2 and Year 3 to email to share experiences/ feelings about moving from infants to juniors. Year 6 to produce a website to showcase their time at Livingstone Primary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS	**Technology** Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**Coding** Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**E-safety. Responsible uses of ICT.** Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**Multimedia** Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**Data Handling** Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	**Share it!** Pupils should recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
YR 1	**Technology** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Coding** 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.	**E-safety. Responsible uses of ICT.** 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	**Multimedia** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Data Handling** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Share it!** Recognise common uses of information technology beyond school.
YR 2	**Technology** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Coding** 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.	**E-safety. Responsible uses of ICT.** 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	**Multimedia** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Data Handling** Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Share it!** Recognise common uses of information technology beyond school.
YR 3	**Technology** Use technology safely, respectfully and responsibly;	**Coding** 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	**E-safety. Responsible uses of ICT.** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Multimedia** 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.	**Data Handling** 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.	**Share it!** 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.
YR 4	**Technology** Use technology safely, respectfully and responsibly;	**Coding** 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	**E-safety. Responsible uses of ICT.** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Multimedia** 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.	**Data Handling** 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.	**Share it!** 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.
YR 5	**Technology** Use technology safely, respectfully and responsibly;	**Coding** 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	**E-safety. Responsible uses of ICT.** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Multimedia** 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.	**Data Handling** 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.	**Share it!** 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.
YR 6	**Technology** Use technology safely, respectfully and responsibly;	**Coding** 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	**E-safety. Responsible uses of ICT.** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Multimedia** 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.	**Data Handling** 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.	**Share it!** 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.