












Sawley Computing Curriculum Overview			Curriculum Intent – Statement of aims	Curriculum Implementation – Tools, Techniques, Opportunities	Curriculum Impact – I-can /Assessment	Links to prior and future learning (EYFS/National Curriculum)		
Category	Key Aspect	Icon	We want our children to...	So, we do this:	So that our children:	EYFS	KS1	KS2
 Creating Content (Information Technology)	Text (word processing)		...be able to communicate effectively on devices now and using emerging technologies in the future, recognising some key functions of software and hardware which enable effective communication through text (word processing), images (desktop publishing) and audio-visual content (media)	...provide opportunities to use keyboard or touchscreen to create text in documents, using basic functions to edit text (e.g. space and caps lock)	Can create digital content using text.	AD-SS3: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. AD-SS3: Explore, use and refine a variety of artistic effects to express their ideas and feelings.	AT4: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	select, use and combine a variety of software (including internet services) on a range of digital devices or design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, valuating and presenting data and information
	Image/object (desktop publishing)		...be able to choose how to organise and present information digitally for a range of purposes in the future.	... develop ability to create and edit digital artwork, posters and enhance documents, making use of drawing and photo editing tools (<i>Pic-collage</i> or <i>Purple mash</i>)	Can create digital content using pictures or photos.			
	audio / video (media)		...be able to choose how to organise and present information digitally for a range of purposes in the future.	...support children to be able to capture and manipulate audio and video clips to create effective media content	Can create digital content using video or music			
	Present (organise, and communicate)		...be able to choose how to organise and present information digitally for a range of purposes in the future.	...model how to present and communicate information in variety of ways to suit a range of purposes (e.g. presentation, publication, communication)	Can save, retrieve, organise and present work for a purpose.			
			We want our children to...	So, we do this:	So that our children:	EYFS	KS1	KS2
 Understanding Algorithms (Computer Science)	Algorithms (Understand and predict)		...be able to recognise the key language of instruction used in algorithms and know how to control a range of devices based on logical reasoning and clear instructions.	... use consistent vocabulary and symbols to help children learn the 'language' of programs and devices, practicing how to 'instruct' them logically and predict what will happen next	Can identify algorithms (precise instructions) and use them logically to predict simple programs.	JTW-SS3: Explore how things work. SED-M4: Explain the reasons for rules.	AT1: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. AT3: to use logical reasoning to predict the behaviour of simple programs. AT2: to create and debug simple programs.	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use sequence, selection, and repetition in programs design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems solve problems by decomposing them into smaller parts
	Coding (create and debug)		... use specific language (text/icon) and logical thinking and reasoning, to achieve an end goal when creating and debugging algorithms	... provide opportunities to create and debug simple programs using floor robots (<i>Beebot</i> , <i>Blubot</i> or <i>Codapilla</i>) and screen robots, (<i>Lightbot</i> , <i>Purple Mash</i> , <i>Tynker</i> or <i>Scratch Junior</i>)	Can create, test, and debug simple programs logically to reach an end goal.			
			We want our children to...	So, we do this:	So that our children:	EYFS	KS1	KS2
 Digital Safety (linked to PSHE Curriculum and e-safety code)	Online Safety (e-safety code)		...understand the principles of the e-safety code and put these into practice in a variety of situations to stay safe online in and out of school	...discuss with pupils the concepts in our e-safety code (Hold it, Block it, Flag it!) and revisit regularly in taught sessions, wider curriculum, assemblies and through engagement with internet safety events.	Can describe how to use devices safely to communicate or find things out, and how to stay safe online	SED-M4: Explain the reasons for rules, know right from wrong and try to behave accordingly. SED: Talk about overall health and wellbeing: sensible amounts of 'screen time'.	AT6: Pupils should be taught to use technology safely and respectfully AT5: Pupils should be taught to recognise common uses of technology beyond school. use technology safely and respectfully	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
	Using Technology (uses and safety)		...know about the roles digital devices play in everyday life and understand how to manage their own digital behaviour and use devices safely	...support children to log-in to programs with usernames and password and discuss the importance of screen time and keeping personal details safe and secure	Can describe how to use digital devices sensibly and stay safe and secure online (privacy)			