

# COMPUTING (Teach Computing) EYFS and KS1

	EYFS	Year 1	Year 2
<b>Systems and networks</b>		Technology around us Recognising technology in school and using it responsibly.	Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.
<b>Creating media</b>		Information technology around us Identifying IT and how its responsible use improves our world in school and beyond.  Digital writing Using a computer to create and format text, before comparing to writing non-digitally.	Digital photography Capturing and changing digital photographs for different purposes.  Making music Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.
<b>Programming</b>	Three & four year olds: Explore how things work.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.  Programming animations Designing and programming the movement of a character on screen to tell stories	Robot algorithms Creating and debugging programs, and using logical reasoning to make predictions.  Programming quizzes Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz
<b>Data and information</b>		Grouping data Exploring object labels, then using them to sort and group objects by properties.	Pictograms Collecting data in tally charts and using attributes to organise and present data on a computer.

# COMPUTING (Teach Computing)

# KS2

	Year 3	Year 4	Year 5	Year 6
<b>Systems and networks</b>	<p>Connecting computers</p> <p>Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.</p>	<p>The internet</p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p>Sharing information Identifying and exploring how information is shared between digital systems.</p> <p>Vector drawing Creating images in a drawing program by using layers and groups of objects.</p>	<p>Internet communication</p> <p>Recognising how the WWW can be used to communicate and be searched to find information.</p>
<b>Creating media</b>	<p>Stop-frame animation</p> <p>Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <p>Data logging</p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p> <p>Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p>Video editing Planning, capturing, and editing video to produce a short film.</p> <p>Vector drawing Creating images in a drawing program by using layers and groups of objects.</p>	<p>Webpage creation Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation.</p> <p>Vector drawing Creating images in a drawing program by using layers and groups of objects.</p>
<b>Programming</b>	<p>Sequencing sounds</p> <p>Creating sequences in a block-based programming language to make music.</p> <p>Events and actions in programs</p> <p>Writing algorithms</p>	<p>Repetition in shapes</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p>Repetition in games Using a block-based programming</p>	<p>Selection in physical computing</p> <p>Exploring conditions and selection using a programmable microcontroller.</p> <p>Selection in quizzes Exploring selection in programming to</p>	<p>Variables in games Exploring variables when designing and coding a game.</p> <p>Variables in games Exploring variables when designing and coding a game.</p>

	and programs that use a range of events to trigger sequences of actions.	language to explore count-controlled and infinite loops when creating a game.	design and code an interactive quiz.	
<b>Data and information</b>	Branching databases Building and using branching databases to group objects using yes/no questions.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.		