Computing Curriculum Overview

SY 2022-23

Deanshanger Primary School's Computing Curriculum is based on the requirements of the National Curriculum and is currently delivered via the Purple Mash Scheme. This document shows how Computing progresses through the different curriculum areas across the year groups.

In each of the major areas (Computer Science, Information Technology & Digital Literacy), the curriculum is matched to National Curriculum objectives as well as which aspects of the Purple Mash Scheme fulfil these.

Aims of the Curriculum

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Key Stage 1

Pupils should be taught to:

- understand what algorithms are, how they are implemented as programs/apps 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

Key Stage 2

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

Reception Year Computing at Deanshanger School

'I Can' Statements as Targets for Reception Year End										
Mouse & Trackpad Skills	Keyboard Skills	Drawing Skills	Robots	Sounds	Photography	Technology Around Us	Hardware	Safety & Privacy	Quizzes	Logins
I can hold a computer mouse with my finger on the correct buttons. I can use a mouse to make the cursor move around the computer screen where I want it to go. I can click the correct mouse button to play games on the computer. I can use a mouse accurately to click and drag objects on the screen.	I can find all the letters of the alphabet on a keyboard. I can put spaces between words in my typed work. I know how to without recorrect typed work doing the work entirely using the delete keys. I can type capital letters and lower case and know how to change between these	I can select colours when painting on the computer. I can draw pictures on the computer to go with my work. I can use a computer to draw with different widths of pens. I can try the different tools that I can draw with on the computer. I can use the undo button correctly.	I can talk about where I am moving a toy vehicle whilst I am moving it. I can describe the route taken by a toy vehicle. I can follow directions to make a route for a toy vehicle. I can plan a route for a toy vehicle. I can follow my own plan for where the toy vehicle should move. I can make a floor robot move. I can control the forwards, backwards and rotation of a floor	I can make music using a computer. I can add sound effects to my work. I can use a device to record myself speaking and play back the sounds.	I can take photos using a digital device. I can use the webcam I can talk about what photos show. I can open photos in Purple Mash. I can open photos that I have taken Purple Mash , in other programs/apps.	I can talk about what technology is used at home. I can talk about what technology is used outdoors. I can talk about what technology is used in the world around me.	I can understand why having clean hands is important when using shared devices. I can understand why it is not sensible to eat and drink whilst using a technological device. I can understand why I need to take care with electronic devices and their plugs and wires. I can take appropriate action when I need to carry a device to a different location.	I can explain how my work on the computer belongs to me and other people's work belongs to them. I can explain what it means for something to be private. I can talk about how my body feels when I am not comfortable with something. I know who can help me when I am feeling worried. I can show that I understand how to be kind to others.	I can understand what a quiz is. complete a complete multiple choice quiz. I can type answers to quiz questions. I can complete a cloze quiz. I can complete a matching quiz. I can complete a sorting and sequen cing quiz. I can complete quizzes on the computer. I can play games that ask me questions.	I can get to the Purple Mash page on my device at school and at home. I can login to Purple Mash \ Mini Mash in school using the shortcut icon. I can login to Purple Mash and Mini Mash using my username and password. I can login to Purple Using Purple Mash using my username and password. I can save work in my own tray \ folder when I am

I can use the mouse roller to scroll up and down a page. I can use a laptop touchpad	I can type numbers using a keyboard. I know how to move to the next line down when typing. I can use the arrow keys to move around the screen I can use the different inputs of a computer keyboard	I can use the erase button. I can use a touchscreen device purposefully. I can draw on a computer using a mouse.	robot one step at a time. I can program a 3step route for a floor turtle. I can predict where a floor robot will end up when given the instructions for a 2 or 3 step route. I can plan a route for a floor robot and then carry out these instructions one step at a time. I can plan a route for a floor robot and then carry out these instructions more than one step at a time.				I can use devices with care. I can identify the technology used around me. I can identify the parts of a computer and what they are for.	I can choose activities in my free time that help me to be healthy.		using Mini \ Purple Mash. I can open work that I have done earlier. I can find and complete 2Dos that my teacher has set for me

Years One to Six Computing at Deanshanger Primary School

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Computer Science	National Curriculum Statements & Outcomes	National Curriculum Statements & Outcomes	National Curriculum Statements & Outcomes	National Curriculum Statements & Outcomes	National Curriculum Statements & Outcomes	National Curriculum Statements & Outcomes
	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions . Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns a code n algorithm into that the computer can understand. **Create and debug simple programs.** Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code **Use logical reasoning to predict the behaviour of simple programs.** When looking at a program, children can read code one	**Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. **Create and debug simple programs.** Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps. **Use logical reasoning to predict the behaviour of simple programs.** Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it **Use sequence, selection and repetition in programs; work with variables and various forms of input and output.** Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output.** Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output.** Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to	**Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.** Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem. **Use sequence, selection and repetition in programs; work with variables and various forms of input and output.** Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in

line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program.	a cause and effect sentence of what will happen in a program.	understand how variables can be used to store information while a program is executing.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.

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.
Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods of communication, | is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use stepthrough methods to identify errors in code and make logical attempts to correct this. e.g. traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.

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.
Children recognise the main component parts of hardware which allow computers to join and form | achieve their algorithm design.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables

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.
Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards. | code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.

Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.
Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. |

			e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way.	a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.		
Information Technology	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	**Use technology purposefully to create, organise, store, manipulate and retrieve digital content.** Children demonstrate an ability to organise data using, for example, a database such as 2Investigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. **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.** Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. **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.** Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains **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** Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as	**Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. **Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Digital Literacy						
					collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	
Digital Literacy	**Recognise common uses of information technology beyond school** Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs a chair. **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** Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My W ork folder on Purple Mash**.**	**Recognise common uses of information technology beyond school.** Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. 2Publish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. **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.** Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using 2Respond activities on Purple Mash and know ways	**Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.** Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.	**Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.** Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.	**Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.** Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.	**Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.** Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety.

		of reporting inappropriate behaviours and content				

PURPLE MASH UNITS: COMPUTING STRAND & LESSON DISTRIBUTION

Mouse and Trackpad Skills	Keyboard Skills	Drawing skills	Robots	Sounds	Photography
Technology Around Us	Hardware	Safety and Privacy	Quizzes	Using Purple Mash with an Individual Login	

Year 1

	Unit 1.1	Unit 1.2	Unit 1.3	Unit 1.4	Unit 1.5	Unit 1.6	Unit 1.7	Unit 1.8	Unit 1.9
	Online Safety & Exploring Purple Mash	Grouping & Sorting	Pictograms	Lego Builders	Maze Explorers	Animated Story Books	Coding	Spreadsheets	Technology outside school
Number of lessons	4	2	3	3	3	5	6	3	2
Main tool			2Count		2Go	2Create A Story	2Code	2Calculate	

Year 2

	Unit 2.1	Unit 2.2	Unit 2.3	Unit 2.4	Unit 2.5	Unit 2.6	Unit 2.7	Unit 2.8
	Coding	Online Safety	Spreadsheets	Questioning	Effective Searching	Creating Pictures	Making Music	Presenting Ideas
Number of lessons	6	3	4	5	3	5	3	4
Main tool	2Code		2Calculate	2Question 2Investigate		2Paint A Picture	2Sequence	

Year 3

	Unit 3.1 Coding	Unit 3.2 Online safety	Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing	Unit 3.5 Email (inc. email safety)	Unit 3.6 Branching Databases	Unit 3.7 Simulations	Unit 3.8 Graphing	Unit 3.9 Presenting
Number of lessons	6	3	3 4 lessons for Crash Course	4	6	4	3	2	5\6*
Main tool	2Code		2Calculate	2Type	2Email	2Question	2Simulate	2Graph	PowerPoint or Google Slides

*Platform dependent

Year 4

	Unit 4.1 Coding	Unit 4.2 Online Safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for Different Audiences	Unit 4.5 Logo	Unit 4.6 Animation	Unit 4.7 Effective Searching	Unit 4.8 Hardware Investigators	Unit 4.9 Making Music
Number of lessons	6	4	6	5	4	3	3	2	4
Main tool	2Code		2Calculate		2Logo	2Animate			Busy Beats

Year 5

	Unit 5.1 Coding	Unit 5.2 Online Safety	Unit 5.3 Spreadsheets	Unit 5.4 Databases	Unit 5.5 Game Creator	Unit 5.6 3D Modelling	Unit 5.7 Concept Maps	Unit 5.8 Word Processing
Number of lessons	6	3	6	4	5	4	4	8
Main	2Code		2Calculate	2Investigate	2DIY 3D	2Design &	2Connect	MS Word or