

Key stage 2

Pupils should be taught to:

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 to detect and correct errors in algorithms and programs

Digital Literacy

- 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

E-Safety

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Aut 1	Computer literacy ▪ 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	Overall computer literacy reaches a minimum level (see passport for details and expectations)	Laptops, keyboards, word, Onscreen Keyboard, computer assessment task. KeyBR.com
Aut 2	Coding ▪ design, write and debug programs that	Creating own character on Scratch	Scratch Movement Bots

	accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Using their own character in a maze Making use of trial and error to find out how to fix a programme	
Spring 1	▪ 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	Ability to find the error in a piece of programming and make corrections Apply newly learned skills to their own work Implement independently moving elements on maze.	Scratch Robots
Spring 2	▪ 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 ▪ 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	Research how to improve your basic maze Plan out any improvements Create background music for your music Implement ant changes planned	Scratch online Google chrome audio lab

	collecting, analysing, evaluating and presenting data and information ▪		
Summer 1 and 2	▪ 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	To finish and review a successful advanced scratch Maze Computing slots to be used for other subjects when needed to continue to develop use of digital literacy skills	Scratch Music Lab

	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		
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