|  | | **KS1 KS2** | | | | | |
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|  | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Computer Science** | **Understanding Technology** | **Pupils recognise and can give examples of common uses of information technology they encounter in their daily routine.**  **Pupils recognise common uses of information technology beyond school, including those which they don’t frequently encounter in their daily routine.**  **Pupils understand that computers are not intelligent but can appear to be when following algorithms. They can share examples of this.** | | **Pupils understand that computers (in various forms) generally accept inputs and produce outputs and can give examples of this.**  **Pupils develop a basic understanding of how computers can be linked to form a local network such as those found in schools.**  **Pupils recognise and describe some of the services offered by the Internet, especially those used for communication and collaboration.**  **Pupils understand the role of web browsers when viewing web pages and can explain how individual web pages can be found *(e.g. by clicking on a favourite link, search result or by typing in a URL).***  **They recognise that there is a difference between the Internet and the World Wide Web.** | | **Pupils understand and can explain how computer networks work, and know that the Internet is a collection of computers connected together.**  **Pupils know that there is a difference between the Internet and the World Wide Web and understand that the web is just one of the services offered by the Internet *(as well as, e.g. email and VoIP services such as Skype, Whatsapp)***  **Pupils begin to understand how data travels across networks in packets and how these can be broken up and reconstructed.**  **They appreciate how search results are ranked, including an understanding of the role of ‘relevance’ and ‘importance’ in finding and presenting results.** | |
| **Programming** | **Pupils create, debug and implement instruction (simple algorithms) as programs on a range of digital devices.**  **Pupils understand that digital devices follow precise and unambiguous instructions.**  **Pupils understand that digital devices simulate real situations.**  **Pupils understand that algorithms are implemented as programs on digital devices.**  **Pupils create and debug programs to achieve specific goals.**    **Pupils use the principles of logical reasoning to plan and predict the behaviour of simple programs.**  **Pupils solve real and imaginary problems on and off screen.** | | **Pupils create programs to accomplish specific goals:**  **-Using an increasing range of digital devices and applications.**  **-Exploring and understanding the impact of changing instructions.**  **-Using sequence and repetition.**  **-Using the principles of logical reasoning in order to resolve problems.**  **-Create and debug programs.**  **-Refine algorithms to improve efficiency.**  **-Control or simulate physical systems.**  **Pupils begin to explore and notice the similarities and differences between programming languages and use this knowledge to help them create and debug programs efficiently.** | | **Pupils create, deconstruct and improve programs to accomplish specific goals.**  **They can:**  **-Improve efficiency.**    **-Use selection within programs, including variables.**  **-Use a range of simple inputs and outputs to control or simulate physical systems.**  **-Challenging themselves by making simple programs increasingly complex and employ a variety of strategies to solve problems.**  **Pupils use logical reasoning to explain how some algorithms work and to detect and correct errors in programs. They independently employ strategies to solve problems.**  **Pupils can explain why they have structured algorithms as they have and describe the effect this has on a program.** | |
| **Digital Literacy** | **Information Technology** | **Pupils increasingly use a range of technology to enquire with purpose, accessing and creating digital content such as still and moving images, video, audio and text.**  **With appropriate levels of support, pupils collect data *(e.g. numerical, research facts etc.)* which they are able to retrieve, store and manipulate.**  **They can present and communicate their learning to others in a variety of ways.**  **With support, pupils are beginning to access and retrieve online content, making appropriate choices to achieve specific goals.** | | **Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of digital content they access and create, using an increasing range of digital resources and devices.**  **Pupils identify, collect and manipulate different types of data *(e.g. numerical data from science experiments, words, still and moving images etc.)* which they present as information, showing a greater awareness of purpose and audience.**  **Pupils become more discerning in their choice of search technology to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully.** | | **Pupils are confident, capable and creative users of technology, selecting and making effective use of digital resources and devices for purpose and effect.**  **They create programs, systems and digital content, thinking carefully about aesthetics, functionality and impact on the user.**  **They identify, collect and analyse different types of data *(e.g. Numerical, words, images etc.)* which they manipulate and represent as information for a variety of audiences and purposes.**  **Pupils are discerning in evaluating digital content. They use search technologies effectively to respond to enquiries and support their learning.** | |