



HOLY GHOST COMPUTING PROGRAMME OF STUDY

	AUTUMN	SPRING		SUMMER
PRESENTING INFORMATION		READING INFORMATION/RESEARCHING/ANALYSING FUNCTIONAL IT	E SAFETY	CODING
<ul style="list-style-type: none"> EYFS 	<ul style="list-style-type: none"> SHARE INFORMATION USING PUPPET PALS I can move objects on a screen. I can create shapes and text on a screen. I can use technology to show my learning. 	<ul style="list-style-type: none"> I can tell you about different kinds of information such as pictures, video, text and sound. I can use voice activated technology to find the answers to questions. I can tell you about technology that is used at home and in school. I can operate simple equipment. I can use a safe part of the Internet to play and learn. 	<ul style="list-style-type: none"> I can ask an adult when I want to use the Internet. I can tell an adult when something worrying or unexpected happens while I am using the Internet. I can be kind to my friends. I can talk about the amount of time I spend using a computer / tablet / game device. I am careful with technology devices 	<ul style="list-style-type: none"> I can make a floor robot move. I can use simple software to make something happen. I can make choices about the buttons and icons I press, touch or click on
<ul style="list-style-type: none"> YEAR 1 	<ul style="list-style-type: none"> SHARE INFORMATION USING PUPPET PALS 	<ul style="list-style-type: none"> I can talk about the different ways in which information can be shown. I can use technology to collect information, including photos, video and sound. 	<ul style="list-style-type: none"> I can keep my password private. I can tell you what personal information is. 	<ul style="list-style-type: none"> I know that programmes execute by following clear instructions.



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	<ul style="list-style-type: none"> I can be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> I can sort different kinds of information and present it to others. I can use links to websites to find information. I can begin to identify some of the benefits of using technology. 	<ul style="list-style-type: none"> I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> I can understand that programmes respond to inputs to do different things. I can combine start events and click events
<ul style="list-style-type: none"> YEAR 2 	<ul style="list-style-type: none"> SHARE INFORMATION USING BOOK CREATOR I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, 	<ul style="list-style-type: none"> I talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder. I can tell you what kind of information I could use to help me investigate a question. I am starting to understand that other people have created the information I use. I can identify benefits of using technology including finding 	<ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for 	<ul style="list-style-type: none"> I know that programmes respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly. I can use my coding knowledge



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	<p>delete and space text for others to read.</p> <ul style="list-style-type: none"> I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. 	<p>information, creating and communicating.</p> <ul style="list-style-type: none"> I can talk about the differences between the Internet and things in the physical world 	<p>a short amount of time.</p> <ul style="list-style-type: none"> I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<p>to fix and de-bug programmes</p>
<ul style="list-style-type: none"> YEAR 3 	<ul style="list-style-type: none"> SHARE INFORMATION USING GOOGLE SLIDES I can create different effects with different technology tools. I can combine a mixture of text, graphics and sound to share my ideas and learning. I can use appropriate 	<ul style="list-style-type: none"> I can talk about the different ways data can be organised. I can search a ready-made database to answer questions. I can collect data help me answer a question. I can use a data logger to monitor changes and can talk about the information collected I can save and retrieve work on the Internet, the school network or my own device. I can talk about the parts of a computer. I can tell you ways to communicate with others online. 	<ul style="list-style-type: none"> I can talk about what makes a secure password and why they are important. I can protect my personal information when I do different things online. I can use the safety features of websites as well as reporting concerns to an adult. I can recognise websites and games 	<ul style="list-style-type: none"> I can make things happen in a sequence, creating simple animations and simulations. I can use a timer event to control the order in which parts of my code are executed I can code using 'if' statements which select different pieces of code depending on what



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	<p>keyboard commands to amend text on my device, including making use of a spellchecker.</p> <ul style="list-style-type: none"> I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online. 	<ul style="list-style-type: none"> I can describe the World Wide Web as the part of the Internet that contains websites. I can use search tools to find and use an appropriate website. I think about whether I can use images that I find online in my own work. 	<p>appropriate for my age.</p> <ul style="list-style-type: none"> I can make good choices about how long I spend online. I ask an adult before downloading files and games from the Internet. 	<p>happens to other objects</p> <ul style="list-style-type: none"> I know that different types of conditions can be used in code for different purposes I can fix mistakes in a variety of programmes
<ul style="list-style-type: none"> YEAR 4 	<ul style="list-style-type: none"> SHARE INFORMATION BY CREATING A MOVIE I can use photos, video and sound to create an atmosphere when presenting to different audiences. I am confident to explore new media to extend what I can achieve. 	<ul style="list-style-type: none"> I can organise data in different ways. I can collect data and identify where it could be inaccurate. I can use a data logger to record and share my readings I can tell you whether a resource I am using is on the Internet, the school network or my own device. I can identify key words to use when searching safely on the World Wide Web. I think about the reliability of information I read on the World Wide Web. I can tell you how to check who owns photos, text and clipart. I can create a hyperlink to a resource on the World Wide Web. 	<ul style="list-style-type: none"> I choose a secure password when I am using a website. I can talk about the ways I can protect myself and my friends from harm online. I use the safety features of websites as well as reporting concerns to an adult. I know that anything I post online can be seen by others. 	<ul style="list-style-type: none"> I understand how computers use variables to count things and keep track of what is going on I can create simple games which use a score variable. I can write code including loops and repeats I apply my understanding of conditional events and variables to



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	<ul style="list-style-type: none">• I can change the appearance of text to increase its effectiveness.• I can create, modify and present documents for a particular purpose.• I can use a keyboard confidently and make use of a spellchecker to write and review my work.• I can use an appropriate tool to share my work and collaborate online.• I can give constructive feedback to my friends to help them improve their work and refine my own work.		<ul style="list-style-type: none">• I choose websites and games that are appropriate for my age.• I can help my friends make good choices about the time they spend online.• I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.	<p>create a more complex scoring system including negative values</p> <ul style="list-style-type: none">• I can fix mistakes in a variety of programmes
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<ul style="list-style-type: none"> • YEAR 5 	<ul style="list-style-type: none"> • SHARE INFORMATION USING SKETCH-UP • I can use text, photo, sound and video editing tools to refine my work. • I can use the skills I have already developed to create content using unfamiliar technology. • I can select, use and combine the appropriate technology tools to create effects that will have an impact on others. • I can select an appropriate online or offline tool to create and share ideas. • I can review and improve my own work and support 	<ul style="list-style-type: none"> • I can search a database using different operators to refine my search. • I can talk about mistakes in data and suggest how it could be checked. • I can describe different parts of the Internet. • I can use different online communication tools for different purposes. • I can use a search engine to find appropriate information and check its reliability. • I can recognise and evaluate different types of information I find on the World Wide Web. • I can describe the different parts of a webpage. • I can find out who the information on a webpage belongs to. 	<ul style="list-style-type: none"> • I protect my password and other personal information. • I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. • I know that anything I post online can be seen, used and may affect others. • I can talk about the dangers of spending too long online or playing a game. • I can explain the importance of communicating kindly and respectfully. • I can discuss the importance of choosing an age-appropriate website or game. 	<ul style="list-style-type: none"> • I understand how computers use numbers to represent things such as how fast objects are moving, and where they are. • I can set precise values in code to have more control over the speed of an object • I use co-ordinates in my code to control precise movements • I use friction code for when a vehicle is driving over different surfaces • I understand that computers can generate random numbers and how these can be used in simulations.
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	others to improve their work.		<ul style="list-style-type: none"> I can explain why I need to protect my computer or device from harm. I know which resources on the Internet I can download and use. 	
<ul style="list-style-type: none"> YEAR 6 	<ul style="list-style-type: none"> SHARE INFORMATION BY CREATING A WEBSITE I can talk about audience, atmosphere and structure when planning a particular outcome. I can confidently identify the potential of unfamiliar technology to increase my creativity. I can combine a range of media, recognising the 	<ul style="list-style-type: none"> I can plan the process needed to investigate the world around me. I can select the most effective tool to collect data for my investigation. I can check the data I collect for accuracy and plausibility. I can interpret the data I collect. I can present the data I collect in an appropriate way. I can tell you the Internet services I need to use for different purposes. I can describe how information is transported on the Internet. I can select an appropriate tool to communicate and collaborate online. I can talk about the way search results are selected and ranked. I can check the reliability of a website. I can tell you about copyright and acknowledge the sources of information that I find online. 	<ul style="list-style-type: none"> I protect my password and other personal information. I can explain the consequences of sharing too much about myself online. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult. I can explain the consequences of spending too much time online or on a game. I can explain the consequences to myself and others of 	<ul style="list-style-type: none"> I can use variables in more complex ways, and to manipulate inputs to create useful outputs. I use my knowledge of variables to change the properties of shapes on the screen I can create an interactive bar chart I use Boolean expressions to create a realistic stopwatch, where Boolean values are affected by stop



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	<p>contribution of each to achieve a particular outcome.</p> <ul style="list-style-type: none"> • I can tell you why I select a particular online tool for a specific purpose. • I can be digitally discerning when evaluating the effectiveness of my own work and the work of others. 		<p>not communicating kindly and respectfully.</p> <ul style="list-style-type: none"> • I protect my computer or device from harm on the Internet. 	<p>start and reset buttons</p> <ul style="list-style-type: none"> • I know more about how computers use property values and parameters to store information about objects. • I can combine knowledge of passing properties, conditional events and variables to create simulations and games • I can fix mistakes in a variety of programmes
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YEAR 6	Changes in an aspect of social history from Anglo Saxon to present day - study of an aspect or theme that extends understanding beyond 1066 -	Place current study on a timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline	Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation	Link sources and work out how conclusions were arrived at. Consider ways of checking the interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the library and the internet.	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account	Select and organise information to produce structured work, making appropriate use of dates and terms.
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	<p>WW1 - study of an aspect or theme that extends understanding beyond 1066 -</p>	<p>Place current study on a timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline</p>	<p>Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation Know key dates, characters and events of time studied.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the library and the internet.</p>	<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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