Abbots Ripton Primary School - Computing

Year Group: 1 and 2	Understanding Technology	Programming	Digital Literacy	E-safety
	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 recognise and can give examples of common uses of information technology they encounter in their daily routine.*	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 **algorithms** are implemented as **programs** on **digital devices.** Pupils understand that digital devices **simulate** real situations. Pupils use the **principles of logical reasoning** to plan and predict the behaviour of simple **programs**.	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 understand that information about themselves may be personal and they can choose who to share it with. With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world. They communicate safely and respectfully using a range of **digital devices**, making links to their behaviour in the physical world. Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.
Autumn A: Technology in everyday life. School technology hunt. Basic skills for independence. (Login and out. Shut down devices correctly. Saving in own folders. Locating work.)	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.			
Autumn B: Barefoot Computing Algorithms Crazy characters BEEBOTS: Beebot Basics Tinkering and 123		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.		
Spring A and B: Using the internet to research and present information in a variety of ways. Mind map on Popplet (I pad app) Word processing skills using Word. Editing work and presenting it. Saving and locating own work.			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.	

Summer A: Statistics. Link with maths. Present data on bar graphs and pictograms.			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.	
Summer B: ACE Bronze award Beebot work linked with position and direction in Maths		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 information about themselves may be personal and they can choose who to share it with. With support, pupils can manage can their online activity safely, recognising which information should be kept private. They can explain what it means to stay safe online and older pupils identify some of the potential risks associated with the online world. They communicate safely and respectfully using a range of digital devices, making links to their behaviour in the physical world. Pupils start to develop strategies for managing concerns about online content or contact; seeking help and support when needed.