



Computing		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	Personal, Social and Emotional Development Physical Development Expressive Arts and Design Understanding the World	Mini Mash: Opportunities to engage with computing in these areas: Expressive arts, Literacy, Mathematics, Physical development, PSED, Understanding the world, Communication and language. Example: Communication and language: SimpleCity (e.g. farm, vets etc), Slideshows, Topic Stories, 2Create a story, Mashcams (role play), 2Go (directional language), 2Beat (rhythms) and 2Explore (instruments) *All nits downloaded in Curriculum / Computing / Reception schemes of learning						<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>
Y1	<p style="text-align: center;"><b>Computer Science</b></p> <p style="text-align: center;"><i>(How computers and computer systems work and how they are designed and programmed)</i></p> <p style="text-align: center;"><b>Information Technology</b></p> <p style="text-align: center;"><i>(the purposeful use of existing programs to develop products and solutions)</i></p> <p style="text-align: center;"><b>Digital Literacy</b></p> <p style="text-align: center;"><i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i></p>	<p><b>Unit 1.1 Online safety (4)</b></p> <ul style="list-style-type: none"> <li>- Log in / log out</li> <li>- Save and retrieve work</li> <li>- Using Purple Mash / tools</li> </ul> <p>NC: 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.</p>	<p><b>Unit 1.2 Grouping and sorting (2)</b></p> <ul style="list-style-type: none"> <li>- sorting against criteria both offline and online</li> </ul> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p><b>Unit 1.3 Pictograms (3)</b></p> <ul style="list-style-type: none"> <li>- data in pictures</li> <li>- pictograms</li> <li>- recording results</li> </ul> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Unit 1.5 Maze explorers (3)</b></p> <ul style="list-style-type: none"> <li>- Direction keys</li> <li>- Debug set of instructions</li> <li>- Creating and extending algorithms</li> </ul> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Unit 1.9 Technology outside school (2)</b></p> <ul style="list-style-type: none"> <li>- Technology in the community</li> </ul> <p>NC: Recognise common uses of information technology beyond school</p>	<p><b>Unit 1.7 Coding (6)</b></p> <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Objects and actions</li> <li>- Events</li> <li>- How code executes</li> <li>- Backgrounds / scale</li> <li>- Plan and make computer program</li> </ul> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>NC: Create and debug simple programs</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p><b>Unit 1.8 Spreadsheets (3)</b></p> <ul style="list-style-type: none"> <li>- Navigate spreadsheets</li> <li>- Images / move / lock</li> <li>- 'Speak' and 'count' tools</li> </ul> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p><b>Unit 1.4 Lego builders (3)</b></p> <ul style="list-style-type: none"> <li>- Following instructions</li> <li>- Creating instructions</li> <li>- Ordering instructions</li> </ul> <p>NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p><b>Unit 1.6 Animated story books (5)</b></p> <ul style="list-style-type: none"> <li>- Draw and create</li> <li>- Animation</li> <li>- Sounds</li> <li>- Making a story</li> <li>- Copy / paste</li> </ul> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> </ul>
Y2		<p><b>Unit 2.4 Questioning (5)</b></p> <ul style="list-style-type: none"> <li>- creating pictograms</li> <li>- Y/N questions to separate information</li> <li>- Binary trees</li> <li>- Databases</li> </ul>	<p><b>Unit 2.8 Presenting ideas (4)</b></p> <ul style="list-style-type: none"> <li>- Presenting stories in different ways</li> <li>- Quizzes</li> <li>- Fact files: clipart, tables etc.</li> <li>- Present digital content</li> </ul>	<p><b>Unit 2.2 Online Safety (3)</b></p> <ul style="list-style-type: none"> <li>- Searching and sharing</li> <li>- Email</li> <li>- Digital footprint</li> </ul>	<p><b>Unit 2.1 Coding (6)</b></p> <ul style="list-style-type: none"> <li>- Algorithms</li> <li>- Collision detection event</li> <li>- Timed sequences</li> <li>- Coding events</li> <li>- Buttons in a program</li> </ul>	<p><b>Unit 2.6 Creating pictures (5)</b></p> <ul style="list-style-type: none"> <li>- Paint package to recreate art: Impressionist</li> <li>Pointillist</li> <li>Mondrian</li> <li>William Morris</li> </ul>	<p><b>Unit 2.3 Spreadsheets (4)</b></p> <ul style="list-style-type: none"> <li>- Reviewing spreadsheets (from Y1)</li> <li>- Copying/pasting</li> <li>- Adding amount</li> <li>- Tables/block graphs</li> </ul>	<ul style="list-style-type: none"> <li>♣ are responsible, competent, confident and creative users of information and communication technology.</li> </ul>



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		NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	NC: 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.  <b>Unit 2.7 Making music (3)</b> - Digital sounds: explore, edit, combine - Adding sounds to express feelings - Upload and record sounds  NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	- Debugging  NC: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.  NC: Create and debug simple programs  NC: Use logical reasoning to predict the behaviour of simple programs.	Surrealist  NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content	NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content  <b>Unit 2.5 Effective searching (3)</b> - Internet searching and key terminology - Search engine and web pages - Effective searching  NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content  NC: Recognise common uses of information technology beyond school	
Y3	<p><b>Computer Science</b> <i>(How computers and computer systems work and how they are designed and programmed)</i></p> <p><b>Information Technology</b> <i>(the purposeful use of existing programs to develop products and solutions)</i></p> <p><b>Digital Literacy</b> <i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i></p>	<p><b>Unit 3.4 Touch typing (4)</b> - Home, top, bottom rows of keys - Two hands to improve typing - Left/right hands  NC: 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  <b>Unit 3.8 Graphing (3)</b> - Entering data to produce graphs - Sorting and analysis  NC: Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>Unit 3.2 Online Safety (3)</b> - Passwords, communication online, blogs - Information on websites: are they always true? - Restrictions, PEGI, symbols, inappropriate content, reporting  NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <b>Unit 3.3 Spreadsheets (3)</b> - Pie charts / bar graphs from data set - more than, less than, equal to tools  NC: Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>Unit 3.5 Email (including email safety) (6)</b> - Types of communication - Composing emails - Safety - Attachments - Email simulations  NC: 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.  NC: 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</p>	<p><b>Unit 3.1 Coding (6)</b> - Flow charts - Timers - Repeat command - Code, test and debug - Design/create interactive scene  NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output  NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>Unit 3.9 Presenting (5/6)</b> Microsoft PowerPoint - Creating a page - Media - Animation - Timings  NC: 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  NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Unit 3.6 Branching databases (4)</b> - Sorting objects Yes/No - Branching databases  NC: 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  <b>Unit 3.7 Simulations (3)</b> - Real and imaginary simulations; pros and cons - Explore: choices and effects - Patterns, predictions, evaluation  NC: Select, use and combine a variety of software (including internet services) on a range of</p>	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>♣ can evaluate and apply information technology, including</li> </ul>



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		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	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	and presenting data and information  NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			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	new or unfamiliar technologies, analytically to solve problems  ✿ are responsible, competent, confident and creative users of information and communication technology.
Y4		<p><b>Unit 4.1 Coding (6)</b></p> <ul style="list-style-type: none"> <li>- Design, code, test, debug</li> <li>- IF statements</li> <li>- Co-ordinates</li> <li>- REPEAT, IF, ELSE</li> <li>- Variables</li> </ul> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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</p>	<p><b>Unit 4.3 Spreadsheets (6)</b></p> <ul style="list-style-type: none"> <li>- Cell formatting</li> <li>- Timer / Spin buttons</li> <li>- Line graphs</li> <li>- Budgeting</li> <li>- Exploring place value</li> </ul> <p>NC: 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</p>	<p><b>Unit 4.4 Writing for different audiences (5)</b></p> <ul style="list-style-type: none"> <li>- Font styles</li> <li>- News reports</li> <li>- Community campaign</li> </ul> <p>NC: 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</p>	<p><b>Unit 4.2 Online Safety (4)</b></p> <ul style="list-style-type: none"> <li>- Phishing</li> <li>- Malware</li> <li>- Plagiarism</li> <li>- Healthy screen time</li> </ul> <p>NC: 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.</p> <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Unit 4.9 Making music (4)</b></p> <ul style="list-style-type: none"> <li>- Elements of music</li> <li>- Experiment with rhythm and tempo</li> <li>- Create melodic phrases</li> <li>- Compose electronic music</li> </ul> <p>NC: 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</p>	<p><b>Unit 4.5 Logo (4)</b></p> <ul style="list-style-type: none"> <li>- Inputting instructions</li> <li>- Creating instructions</li> <li>- REPEAT command</li> <li>- Build procedures</li> </ul> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Unit 4.8 Hardware Investigators (2)</b></p> <ul style="list-style-type: none"> <li>- Hardware</li> <li>- Parts of a computer</li> </ul> <p>NC: Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they</p>	<p><b>Unit 4.7 Effective searching (3)</b></p> <ul style="list-style-type: none"> <li>- Using a search engine</li> <li>- Locating information</li> <li>- Reliable sources</li> </ul> <p>NC: 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.</p> <p>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p><b>Unit 4.6 Animation (3)</b></p> <ul style="list-style-type: none"> <li>- Animation frames</li> <li>- Onion skinning, sounds backgrounds</li> <li>- Stop-motion animation</li> </ul> <p>NC: 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</p>	



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		and presenting data and information			accomplish given goals, including collecting, analysing, evaluating and presenting data and information	offer for communication and collaboration.		
Y5	<p><b>Computer Science</b> <i>(How computers and computer systems work and how they are designed and programmed)</i></p> <p><b>Information Technology</b> <i>(the purposeful use of existing programs to develop products and solutions)</i></p> <p><b>Digital Literacy</b> <i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i></p>	<p><b>Unit 5.8 Word processing (8)</b> Microsoft Word - Creating from a blank page - Inserting images (Copyright) - Editing images - Text - Look and usability - Tables - Using templates</p> <p>NC: 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</p>	<p><b>Unit 5.1 Coding (6)</b> - Simplifying code - Program a simulation e.g. traffic lights - Decomposition and abstraction - Friction and functions - Strings - Text variable and concatenation</p> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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</p>	<p><b>Unit 5.5 Game creator (5)</b> - Planning a game - Game environment - Quest (to make game playable) - Instructions - Evaluation</p> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: 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</p>	<p><b>Unit 5.3 Spreadsheets (6)</b> - Formulae in a spreadsheet - Count tool - Formulas for perimeter and area of shape - Text variables - Event planning</p> <p>NC: 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</p>	<p><b>Unit 5.4 Databases (4)</b> - Searching in a database - Enter information - Create database</p> <p>NC: 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</p> <p><b>Unit 5.2 Online Safety (4)</b> - Responsibilities, support and SMART rules - Protecting privacy - Citing sources - Reliability</p> <p>NC: 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.</p> <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><b>Unit 5.6 3D modelling (4)</b> - Moving points when designing - Designing for a purpose - Printing and making</p> <p>NC: 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</p> <p><b>Unit 5.7 Concept maps</b> - Intro to concept mapping - Create basic concept map - Informative text - Collaborative concept mapping</p> <p>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>NC: 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</p>	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>♣ are responsible, competent, confident and creative users of information and communication technology.</li> </ul>
Y6		<p><b>Unit 6.1 Coding (6)</b> - Designing and making more complex programs</p>	<p><b>Unit 6.2 Online Safety (2)</b> - Mobile device broadcasting, secure sites, personal information</p>	<p><b>Unit 6.3 Spreadsheets (5)</b> - Exploring probability</p>	<p><b>Unit 6.4 Blogging (4)</b> - Features of a blog - Collaborative planning</p>	<p><b>Unit 6.7 Quizzing (6)</b> - Picture-based quizzes - Question types</p>	<p><b>Unit 6.9 Spreadsheets (8)</b> Microsoft Excel - Navigating</p>	



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		<ul style="list-style-type: none"> <li>- Functions</li> <li>- Flowcharts</li> <li>- User input</li> <li>- Using text-based adventures</li> </ul> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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</p>	<ul style="list-style-type: none"> <li>- Online behaviour</li> <li>- Screen time</li> </ul> <p>NC: 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.</p> <p>NC: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Unit 6.5 Text adventures (5)</b></p> <ul style="list-style-type: none"> <li>- Planning, making text adventure</li> <li>- Map-based</li> <li>- Coding a map-based text adventure</li> </ul> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>NC: Use logical reasoning to explain how some simple</p>	<ul style="list-style-type: none"> <li>- Formula for creating discounts / sales</li> <li>- Spreadsheets for planning</li> <li>- Model a real-life situation</li> </ul> <p>NC: 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</p>	<ul style="list-style-type: none"> <li>- Writing a blog</li> <li>- Sharing posts and commenting</li> </ul> <p>NC: 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.</p> <p>NC: 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</p> <p>NC: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Unit 6.6 Networks (3)</b></p> <ul style="list-style-type: none"> <li>- WWW and Internet</li> <li>- School network (LAN WAN)</li> <li>- History of Internet, future, Tim Berners-Lee</li> </ul> <p>NC: 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.</p>	<ul style="list-style-type: none"> <li>- Grammar</li> <li>- Database</li> </ul> <p><b>Unit 6.8 Understanding binary (4)</b></p> <ul style="list-style-type: none"> <li>- What is binary?</li> <li>- Counting in binary</li> <li>- Decimal to binary</li> <li>- Game states</li> </ul> <p>NC: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>NC: Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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</p>	<ul style="list-style-type: none"> <li>- Basic calculations</li> <li>- Modelling</li> <li>- Organising data</li> <li>- Formulae for percentages, averages, max, min</li> <li>- Charts and graphs</li> <li>- Planning and solving problems</li> </ul> <p>NC: 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</p>	



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			<p>algorithms work and to detect and correct errors in algorithms and programs</p> <p>NC: 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</p>		<p>NC: 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</p>			
KS3	<p>Aims: The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>♣ are responsible, competent, confident and creative users of information and communication technology</li> </ul>							