



CORBYPRIARY ACADEMY

Computing – Long Term Plan – 2022/2023

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"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
Y1	<p style="text-align: center;">Computer Science</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;">Information Technology</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;">Digital Literacy</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>Unit 1.1 Online safety (4)</p> <ul style="list-style-type: none"> Log in / log out Save and retrieve work Using Purple Mash / tools <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>Unit 1.2 Grouping and sorting (2)</p> <ul style="list-style-type: none"> sorting against criteria both offline and online <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>Unit 1.3 Pictograms (3)</p> <ul style="list-style-type: none"> data in pictures pictograms recording results <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 1.5 Maze explorers (3)</p> <ul style="list-style-type: none"> Direction keys Debug set of instructions Creating and extending algorithms <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>Unit 1.9 Technology outside school (2)</p> <ul style="list-style-type: none"> Technology in the community <p>NC: Recognise common uses of information technology beyond school</p>	<p>Unit 1.7 Coding (6)</p> <ul style="list-style-type: none"> Instructions Objects and actions Events How code executes Backgrounds / scale Plan and make computer program <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>Unit 1.8 Spreadsheets (3)</p> <ul style="list-style-type: none"> Navigate spreadsheets Images / move / lock 'Speak' and 'count' tools <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Unit 1.4 Lego builders (3)</p> <ul style="list-style-type: none"> Following instructions Creating instructions Ordering instructions <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>Unit 1.6 Animated story books (5)</p> <ul style="list-style-type: none"> Draw and create Animation Sounds Making a story Copy / paste <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"> can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology.
Y2		<p>Unit 2.4 Questioning (5)</p> <ul style="list-style-type: none"> creating pictograms Y/N questions to separate information Binary trees Databases <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.8 Presenting ideas (4)</p> <ul style="list-style-type: none"> Presenting stories in different ways Quizzes Fact files: clipart, tables etc. Present digital content <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.2 Online Safety (3)</p> <ul style="list-style-type: none"> Searching and sharing Email Digital footprint <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>Unit 2.7 Making music (3)</p> <ul style="list-style-type: none"> Digital sounds: explore, edit, combine Adding sounds to express feelings Upload and record sounds <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.1 Coding (6)</p> <ul style="list-style-type: none"> Algorithms Collision detection event Timed sequences Coding events Buttons in a program Debugging <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>Unit 2.6 Creating pictures (5)</p> <ul style="list-style-type: none"> Paint package to recreate art: Impressionist, Pointillist, Mondrian, William Morris, Surrealist <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.3 Spreadsheets (4)</p> <ul style="list-style-type: none"> Reviewing spreadsheets (from Y1) Copying/pasting Adding amount Tables/block graphs <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Unit 2.5 Effective searching (3)</p> <ul style="list-style-type: none"> Internet searching and key terminology Search engine and web pages Effective searching <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>NC: Recognise common uses of information technology beyond school</p>	
Y3	<p style="text-align: center;">Computer Science</p>	<p>Unit 3.4 Touch typing (4)</p> <ul style="list-style-type: none"> Home, top, bottom rows of keys 	<p>Unit 3.2 Online Safety (3)</p> <ul style="list-style-type: none"> Passwords, communication online, blogs 	<p>Unit 3.5 Email (including email safety) (6)</p> <ul style="list-style-type: none"> Types of communication Composing emails 	<p>Unit 3.1 Coding (6)</p> <ul style="list-style-type: none"> Flow charts Timers Repeat command 	<p>Unit 3.9 Presenting (5/6)</p> <ul style="list-style-type: none"> Microsoft PowerPoint Creating a page Media 	<p>Unit 3.6 Branching databases (4)</p> <ul style="list-style-type: none"> Sorting objects Yes/No Branching databases 	<p>The national curriculum for computing aims to ensure that all pupils:</p>



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	<p><i>(How computers and computer systems work and how they are designed and programmed)</i></p> <p>Information Technology</p> <p><i>(the purposeful use of existing programs to develop products and solutions)</i></p> <p>Digital Literacy</p> <p><i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i></p>	<ul style="list-style-type: none"> - Two hands to improve typing - Left/right hands <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>Unit 3.8 Graphing (3)</p> <ul style="list-style-type: none"> - Entering data to produce graphs - Sorting and analysis <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"> - Information on websites: are they always true? - Restrictions, PEGI, symbols, inappropriate content, reporting <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>Unit 3.3 Spreadsheets (3)</p> <ul style="list-style-type: none"> - Pie charts / bar graphs from data set - more than, less than, equal to tools <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"> - Safety - Attachments - Email simulations <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>	<ul style="list-style-type: none"> - Code, test and debug - Design/create interactive scene <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>	<ul style="list-style-type: none"> - Animation - Timings <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>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>Unit 3.7 Simulations (3)</p> <ul style="list-style-type: none"> - Real and imaginary simulations; pros and cons - Explore: choices and effects - Patterns, predictions, evaluation <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"> ♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
Y4		<p>Unit 4.1 Coding (6)</p> <ul style="list-style-type: none"> - Design, code, test, debug - IF statements - Co-ordinates - REPEAT, IF, ELSE - Variables <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>Unit 4.3 Spreadsheets (6)</p> <ul style="list-style-type: none"> - Cell formatting - Timer / Spin buttons - Line graphs - Budgeting - Exploring place value <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>Unit 4.4 Writing for different audiences (5)</p> <ul style="list-style-type: none"> - Font styles - News reports - Community campaign <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>Unit 4.2 Online Safety (4)</p> <ul style="list-style-type: none"> - Phishing - Malware - Plagiarism - Healthy screen time <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>Unit 4.9 Making music (4)</p> <ul style="list-style-type: none"> - Elements of music - Experiment with rhythm and tempo - Create melodic phrases - Compose electronic music <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>Unit 4.5 Logo (4)</p> <ul style="list-style-type: none"> - Inputting instructions - Creating instructions - REPEAT command - Build procedures <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>Unit 4.8 Hardware Investigators (2)</p> <ul style="list-style-type: none"> - Hardware - Parts of a computer <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>Unit 4.7 Effective searching (3)</p> <ul style="list-style-type: none"> - Using a search engine - Locating information - Reliable sources <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>Unit 4.6 Animation (3)</p> <ul style="list-style-type: none"> - Animation frames - Onion skinning, sounds backgrounds - Stop-motion animation <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"> ♣ are responsible, competent, confident and creative users of information and communication technology.
Y5	<p>Computer Science</p> <p><i>(How computers and computer systems work and how they are designed and programmed)</i></p>	<p>Unit 5.8 Word processing (8)</p> <p>Microsoft Word</p> <ul style="list-style-type: none"> - Creating from a blank page - Inserting images (Copyright) - Editing images - Text - Look and usability - Tables 	<p>Unit 5.1 Coding (6)</p> <ul style="list-style-type: none"> - Simplifying code - Program a simulation e.g. traffic lights - Decomposition and abstraction - Friction and functions - Strings 	<p>Unit 5.5 Game creator (5)</p> <ul style="list-style-type: none"> - Planning a game - Game environment - Quest (to make game playable) - Instructions - Evaluation 	<p>Unit 5.3 Spreadsheets (6)</p> <ul style="list-style-type: none"> - Formulae in a spreadsheet - Count tool - Formulas for perimeter and area of shape - Text variables - Event planning 	<p>Unit 5.4 Databases (4)</p> <ul style="list-style-type: none"> - Searching in a database - Enter information - Create database <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</p>	<p>Unit 5.6 3D modelling (4)</p> <ul style="list-style-type: none"> - Moving points when designing - Designing for a purpose - Printing and making <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</p>	<p>The national curriculum for computing aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ can understand and apply the fundamental principles and



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<p>Information Technology</p> <p><i>(the purposeful use of existing programs to develop products and solutions)</i></p> <p>Digital Literacy</p> <p><i>(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)</i></p>	<p>- 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>- 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>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>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>	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Unit 5.2 Online Safety (4)</p> <ul style="list-style-type: none"> - Responsibilities, support and SMART rules - Protecting privacy - Citing sources - Reliability <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>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Unit 5.7 Concept maps</p> <ul style="list-style-type: none"> - Intro to concept mapping - Create basic concept map - Informative text - Collaborative concept mapping <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>concepts of computer science, including abstraction, logic, algorithms and data representation</p> <p>♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</p> <p>♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p>
	<p>Y6</p>	<p>Unit 6.1 Coding (6)</p> <ul style="list-style-type: none"> - Designing and making more complex programs - Functions - Flowcharts - User input - Using text-based adventures <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>Unit 6.2 Online Safety (2)</p> <ul style="list-style-type: none"> - Mobile device broadcasting, secure sites, personal information - Online behaviour - Screen time <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>Unit 6.5 Text adventures (5)</p> <ul style="list-style-type: none"> - Planning, making text adventure - Map-based - Coding a map-based text adventure <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</p>	<p>Unit 6.3 Spreadsheets (5)</p> <ul style="list-style-type: none"> - Exploring probability - Formula for creating discounts / sales - Spreadsheets for planning - Model a real-life situation <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>Unit 6.4 Blogging (4)</p> <ul style="list-style-type: none"> - Features of a blog - Collaborative planning - Writing a blog - Sharing posts and commenting <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>Unit 6.6 Networks (3)</p> <ul style="list-style-type: none"> - WWW and Internet - School network (LAN WAN) - History of Internet, future, Tim Berners-Lee <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</p>	<p>Unit 6.7 Quizzing (6)</p> <ul style="list-style-type: none"> - Picture-based quizzes - Question types - Grammar - Database <p>Unit 6.8 Understanding binary (4)</p> <ul style="list-style-type: none"> - What is binary? - Counting in binary - Decimal to binary - Game states <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>	<p>Unit 6.9 Spreadsheets (8)</p> <p>Microsoft Excel</p> <ul style="list-style-type: none"> - Navigating - Basic calculations - Modelling - Organising data - Formulae for percentages, averages, max, min - Charts and graphs - Planning and solving problems <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>♣ are responsible, competent, confident and creative users of information and communication technology.</p>



CORBY PRIMARY ACADEMY

Computing – Long Term Plan – 2022/2023

Computing		<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>	<u>NC Aims</u>
			<p>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>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"> ♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ♣ are responsible, competent, confident and creative users of information and communication technology 							