

Learning Journey for Cohorts: 2023, 2025, 2027, 2029, 2031

Digital Literacy	
EYFS	Use online activities with the support and permission of adults.
KS1	Recognise common uses of information technology beyond school.
UKS2	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.
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Information Technology / Creation	
EYFS	Select and use technological devices to capture images, sounds and mark making.
KS1	Use technology purposefully to create, organise, store, manipulate and retrieve digital content
UKS2	Combine media from multiple sources (within the classroom) to create a new piece of work digitally. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
UKS2	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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
UKS2	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of digital programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

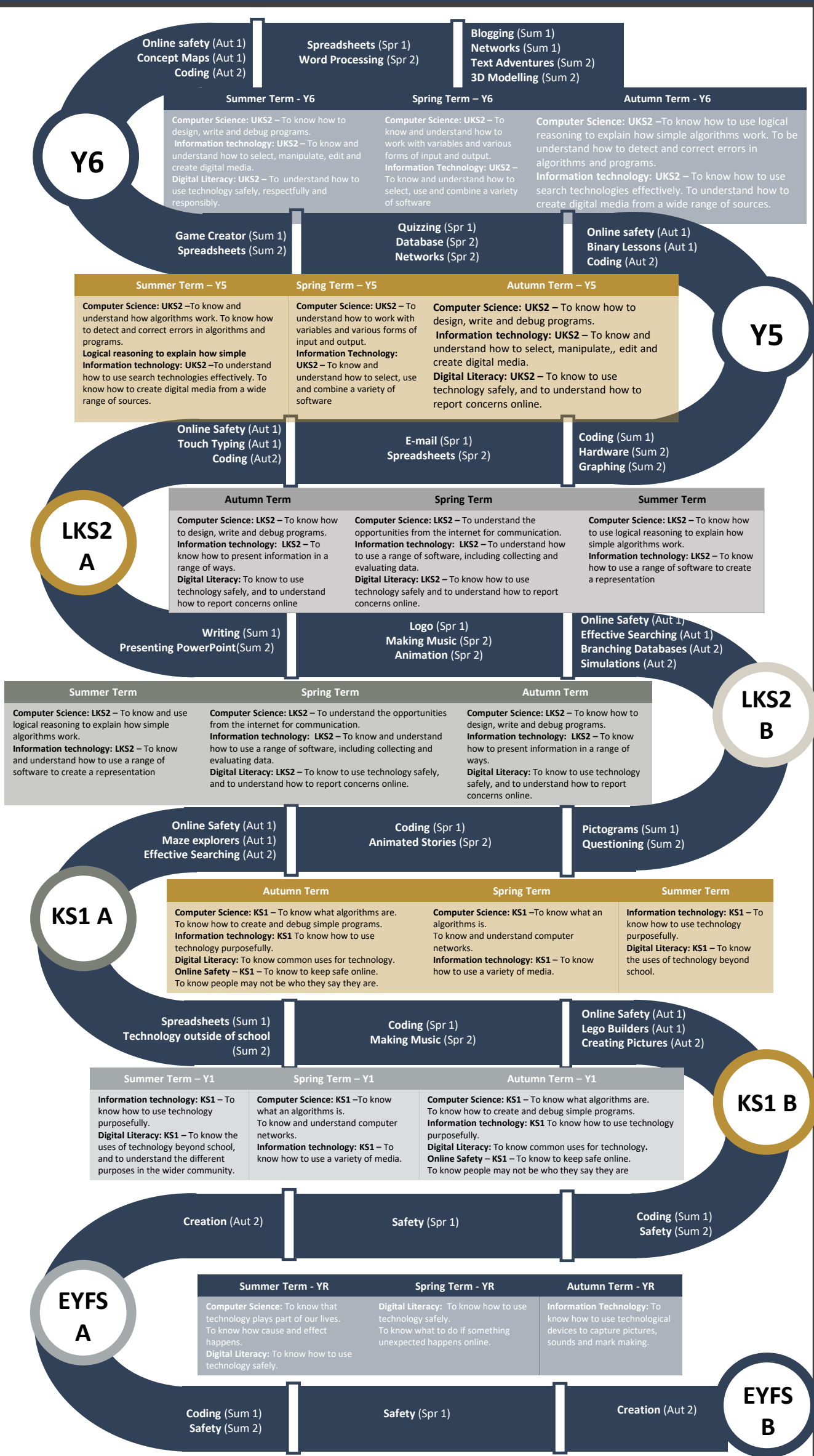
Computer Science / Coding	
EYFS	Understand that technology plays a role in our lives.
KS1	Understand cause and effect. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
UKS2	Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.
UKS2	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
UKS2	Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
UKS2	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
UKS2	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.
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Online Safety - Link to PSHE	
EYFS	Use online activities with the support and permission of adults.
KS1	Know what to do if something unexpected happens online. Know that people sometimes behave differently online. Know that people online may not be telling the truth about who they are and know how to ask for help. Know how to keep themselves safe online (e.g. what information is and isn't safe).
UKS2	Treat everyone with respect and expect respect from others in return online. Know what cyberbullying is and how to seek help. Recognise the impact that social media can have on wellbeing. Know that identities portrayed online may not be real. Understand how to keep themselves safe online and begin to take responsibility for this. Know the way negative attitudes and stereotypes can be reinforced online. Ensure that everyone is treated with respect and expect respect from others in return online. Think critically about how themselves and others are portrayed online. Address the negative impact social media can have on mental wellbeing and know the steps we can take to protect ourselves.
UKS2	Recognise that identities portrayed online may not be accurate. Know that portraying others online is illegal. Take responsibility to keep themselves and others safe online. Challenge inequality online.

Vocabulary	
EYFS	Online, technology, safe, picture, internet, device.
KS1	Login, password, private, home screen, work area, avatar, icon, typing, saving, logout, alert, notification, communication, device, search, filter, shared folders file name, textbox, criteria, button, pictogram, algorithm, program, computer, chrome book, laptop, machine, debug, code, sequence, command, keys, overwrite, paint tools, undo, animation, play back, save, drop down menu, category, background, copy, paste, edit, features, software, data, technology, image, bug, internet, attachment, email, private information, personal information, digital footprint,
LKS2	Action, Alert, algorithm, background, bug, code, code blocks, command, debug, design, event, flowchart, 'if' statement, input, repeat, run, sequence, blog, internet, password, reliable source, spoof, vlogs, variable, website, Adfly, attachment, citation, collaborate, cookies, cell address, copyright, digital footprint, keys, malware, phishing, software, spam, spacebar, typing, virus, water mark, format cell, formula wizard attachment, BCC - blind carbon copy, CC - carbon copy, email, inbox, database, simulation, animation, audio, font formatting, slide, slideshow, textbox, wordart, logo commands, frame, search engine, hard drive, hardware, RAM,
UKS2	Abstraction, algorithm, command, debug, flowchart, function, input, execute, run, launch command, output, physical system, repeat, print to screen, tabs, variable, avatar, copyright, creative commons license, phishing, PEGI rating, location sharing, image manipulation, malware, plagiarism, columns, formula bar, formula wizard, formula, nodes, vlog, blog, database, QR code, screenshot, sprite, Ethernet, DNS - domain name server, hub, IP address, LAN - local area network, router, WAN - wide area network, web server, web page, WLAN - wireless local area network, Wi-Fi, CAD - computer aided design, column, copy and paste, cropping, cursor, Word processing, nibble, byte, kilobyte, megabyte, gigabyte, tetrabyte,

"I think it's fair to say that personal computers have become the most empowering tool we've ever created. They're tools of communication, they're tools of creativity, and they can be shaped by their user." - Bill Gates

COMPUTING AIM:
we aim to equip pupils to use computational thinking and creativity to understand and change the world.



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