



Priors Field Computing Curriculum - EYFS
Key Stage 1

Programming	Data Handling and Multimedia	Digital Literacy and Online Technologies	e-Safety
<p>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>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Recognise common uses of information technology beyond school</p>	<p>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>



Priors Field Computing Curriculum - Key Stage 2

Programming	Data Handling and Multimedia	Digital Literacy and Online Technologies	e-Safety
<p>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>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>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>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>Use search technologies effectively, appreciate how [search] results are selected and ranked and be discerning in evaluating digital content .</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>