



English Martyrs Catholic Voluntary Academy

We grow and learn, with the gifts we have been given, following in the footsteps of Jesus.

Curriculum Overview			
National curriculum focus			
	<u>Digital literacy</u>	<u>Information technology</u>	<u>Computer science</u>
Key stage 1	<ul style="list-style-type: none"> 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. Recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.
Key stage 2	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content Understand the opportunities networks offer for communication and collaboration. 	<ul style="list-style-type: none"> Use search technologies effectively. 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 	<ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Appreciate how search results are selected and ranked.



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Key skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can begin to do the basics with technology which includes using iPads and BeeBots. I know how to go online. I can use a camera to take simple photographs. 	<ul style="list-style-type: none"> I can do the basics with technology which includes using a keyboard, mouse/mousepad. I can take good quality photographs and videos on an iPad. 	<ul style="list-style-type: none"> I can save, share and retrieve my digital work. I can use technology to organise and present my ideas. 	<ul style="list-style-type: none"> I can troubleshoot when something doesn't appear to be working with my device. I can discuss different types of digital content. 	<ul style="list-style-type: none"> I can label the different types of input connections on devices. I can explain common file types. 	<ul style="list-style-type: none"> I can make a QR codes that links to my own work. I can film and produce a short video. 	<ul style="list-style-type: none"> I can collaborate to create digital content. I can create a consistent design for my presentation, and present to others.
Digital literacy						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can discuss the use of technology in the world around me. I understand that people can talk to each other (communicate) online. I can use a search engine. I can discuss the rules for staying safe online. I know online content is made and belongs to someone. 	<ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. I can explain technology as something that helps us. I can begin to give examples of how to find information (managing online information) I understand something online may upset and 	<ul style="list-style-type: none"> I can give examples of how technology is used to communicate beyond school. (Online relationships) I understand that somethings online may upset me and that I cannot trust everyone online. (Self-Image) I understand that once something it 	<ul style="list-style-type: none"> I know how to use the internet. I can analyse information and make accurate searches. I understand the need for copyright and the consequences of ignoring it. I am aware of what I should be sharing online and where to go for help if I need it. I understand that I cannot 	<ul style="list-style-type: none"> I can collaborate online to create digital content. I can evaluate information presented to me to make informed choices about what is Fake News. I can describe strategies for safe and fun experiences in a range of online social environments and I'm respectful to 	<ul style="list-style-type: none"> I can access school email and can send emails to classmates and teacher. I can create a subject specific vlog and understand the potential risks of sharing content online. I can collaborate to develop & improve work. I can search for someone online and create a summary report 	<ul style="list-style-type: none"> I can explain how to protect my computer or device from harm on the Internet. I understand the need for copyright and the consequences of ignoring it. I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.



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	<p>know where to find help it anything does. (self-image and identity)</p> <ul style="list-style-type: none"> I can communicate politely via the internet. (Self-image and identify and online relationships) I recognise that information can stay online and could be copied. (Online reputation) I can describe how to behave online in ways that do not upset others and can give examples. (Online bullying) I know the rules of using technology at home or in school. (Health, wellbeing and lifestyle) I can recognise more detailed examples of information that is personal to 	<p>posted you lose control if it and know how to get help if I need to. (Online Reputation)</p> <ul style="list-style-type: none"> I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) I can use a search engine and I am aware that not everything I read online is true. (Managing online information) I know the rules of using technology at home or in school. (Health well-being) I can explain what personal information is 	<p>trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online.</p> <ul style="list-style-type: none"> I can explain what bullying is and know where to go for help. I understand the impact technology can have on my health, well-being and lifestyle. I know who I should be sharing information with and how to keep my data secure. I understand the term identity and I can take appropriate measures to protect my own online identity. 	<p>others online. (Online Relationships)</p> <ul style="list-style-type: none"> I understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image) I am aware others can find information out about me by searching online. (Online Reputation) I know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying) I understand the impact technology can have on my health, well-being and 	<p>about that person.</p> <ul style="list-style-type: none"> I understand the need for copyright and the consequences of ignoring it. I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community. I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying. I understand the impact technology can have on my health, well-being and lifestyle. I can create a strong password 	<ul style="list-style-type: none"> I am aware of the ways in which the media can shape our ideas about gender. I am aware that if I need help I keep asking for it until I get help. I am aware of the need for positive online relationships and I am mindful of others feelings at all times I understand I need to create a positive online reputation. I know how to capture evidence of online bullying and how to report it. I know how to keep my data private and secure. I understand the impact technology can have on my
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	<p>someone. (privacy and copyright)</p> <ul style="list-style-type: none"> I am aware that content online is owned by the person who created it. (Copyright) 	<p>and understand the need for passwords to protect it. (Privacy and Security)</p> <ul style="list-style-type: none"> I am aware that content online is owned by the person that created it. (Copyright) 		<p>lifestyle. (Health well-being)</p> <ul style="list-style-type: none"> I am aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security) I understand the need for copyright and the consequences of ignoring it. (Copyright) I am aware that not everything I read online is correct. (Online Bullying) 	<p>and understand the real cost of some apps.</p> <ul style="list-style-type: none"> I am aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening 	<p>health, well-being and lifestyle.</p> <ul style="list-style-type: none"> I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions.
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Information technology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can select and use technology for particular purposes. 	<ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. 	<ul style="list-style-type: none"> I can use design and formatting to enhance my digital work. I can create with technology. 	<ul style="list-style-type: none"> I can improve the quality and presentation of my work. I can create with technology. E.g. Video, animation, 3D 	<ul style="list-style-type: none"> I can improve the quality and presentation of my work using editing and formatting techniques. 	<ul style="list-style-type: none"> I can record and produce a video clip. I can use unfamiliar technology to create content. 	<ul style="list-style-type: none"> I can create and combine a range of media in order to produce digital content. I can improve the quality and presentation of



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			<ul style="list-style-type: none"> I can use advanced search tools 	<ul style="list-style-type: none"> I can create with technology. E.g. Video, animation, 3D I can use a search engine. I can record and produce a podcast / audio clip. 	<ul style="list-style-type: none"> I can improve the quality and presentation of my work. I can use a search engine and I am aware that not everything I read online is correct. I can create a digital storyboard to plan a project or investigation. 	<p>my work using editing and formatting techniques.</p> <ul style="list-style-type: none"> I can use a search engine. I can create a basic web page using HTML.
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Computer science

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> I can explain an algorithm. I can explain sequencing. I can give instructions to a programmable toy. 	<ul style="list-style-type: none"> I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem. I can create algorithms that can be turned into a program using a robot or digital device. I can independently 	<ul style="list-style-type: none"> I can plan out an algorithm with a sequence of commands to carry out specific tasks. I can identify 'bugs' in computer programs and use the term debug in context. 	<ul style="list-style-type: none"> I can plan, create and debug programs. I can use decomposition to help me solve computing problems. I can use sequence in programs. I can work with various forms of input and output. 	<ul style="list-style-type: none"> I can design an algorithm to simulate a real-life situation. I can solve an open-ended problem by breaking it up into smaller parts. I can design and write a program for a given purpose including specific 	<ul style="list-style-type: none"> I can decompose a problem, design an algorithm and use this to write a program. I can design and write a program linked to physical systems and sensors. I can use conditional statements, procedures & 	<ul style="list-style-type: none"> I can design, plan & create a complex program. I can test, debug and modify a program to improve it. I can write a program using a text-based programming language. I can use logical reasoning to



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	<p>debug simple sequence errors in a program.</p> <ul style="list-style-type: none"> I can use logical reasoning to predict the outcome of simple programs. 	<ul style="list-style-type: none"> I can create a simple game program. I can predict the outcome of a sequence of blocks in Scratch. 	<ul style="list-style-type: none"> I can use logical reasoning to predict and correct errors in algorithms and programs. I can explain how computers are connected. 	<p>programming features.</p> <ul style="list-style-type: none"> I can test existing programs to see how they could be improved. I can explain how the internet works. I understand how computer networks work, including the internet. 	<p>repeat commands to improve programs.</p> <ul style="list-style-type: none"> I can use logical reasoning to detect & debug a program. I can explain how a search engine works I can talk about the way search results are selected and ranked. 	<p>detect and correct errors in algorithms and programs.</p> <ul style="list-style-type: none"> I can understand the different methods of communication using the internet.
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