

Algorithms	
Year 1	Year 2
<p><i>*Understand what algorithms are.</i></p> <ul style="list-style-type: none"> Understand that algorithms are a set of instructions which need to be clear and precise (no steps to be missed out). Verbally follow/give an algorithm (instructions) to a friend to complete a task (one instruction at a time) Follow simple algorithms using arrows / arrow cards. Have a clear start and end point. 	<p><i>*Implement algorithms as part of programs. *Follow precise and unambiguous instructions.</i></p> <ul style="list-style-type: none"> Follow / create a verbal algorithm (more than one instruction at a time) Follow / create algorithms using arrows / arrow cards. (More than one instruction at a time). Have a clear start point and end point with obstacles to avoid. Opportunity to create different algorithms which will end at the same point.
Programming	
Year 1	Year 2
<p><i>*To create simple programs.</i></p> <ul style="list-style-type: none"> Bee Bots inputting and directing. Input one instruction at a time. Simple programming on Purple Mash 	<p><i>*Debug simple programs. *Use logical reasoning to predict the behaviour of simple programs.</i></p> <ul style="list-style-type: none"> Programming Bee Bots. Programming on Purple Mash. Programming on Scratch. Debugging (spot and fix) algorithms (as a class / in pairs). Debugging / editing written algorithms (teacher examples / own work). Simple predictions explaining what is going to happen and moving onto explanations of why they think it will happen.
Using Technology	
Year 1	Year 2
<p><i>*Use technology purposefully to create. *Recognise information technology beyond school.</i></p>	<p><i>*Use technology purposefully to organise, store, manipulate and retrieve digital content. *Recognise purposes of information technology</i></p>

<ul style="list-style-type: none"> • Login to Purple Mash independently. • Create a range of different documents using Purple Mash. (posters/leaflets/flyers/stories) • Save documents in Purple Mash independently. • Print documents from Purple Mash with support. • Identifying different types of technology. • Discussing the use of different types of technology (who uses them and why are they used) 	<p><i>beyond school.</i></p> <ul style="list-style-type: none"> • Use Purple Mash to create a range of different documents. • Independently login, save and print from Purple Mash. • Use a desktop computer to login, create, save and print. • Identify and discuss the uses of different types of technology. • Using computing skills / technology for a purpose, thinking about how the skill is used outside school (children to use Purple Mash to create a story book / collect data or creating films using iPads / green screens).
<p>Online Safety</p>	
<p><u>Year 1</u></p>	<p><u>Year 2</u></p>
<p><i>*Use technology safely and respectfully. *Keep personal information private. *Identify where to go for help and ask for support if concerned about content on the Internet or other technology.</i></p> <ul style="list-style-type: none"> • Understand the balance between technology and other activities. • Understand that they need to keep safe on all technology (computer games / YouTube / Facebook). • Clear protocol to follow when they do not feel safe online / who they should ask for help from in all social situations (at home / at school). • Begin to understand what information should never be shared online (full name / address / school / age / sending/displaying of photos). • Online 'Code of Conduct' to be covered in every computing lesson. 	<p><i>*Use technology safely and respectfully and know how to keep safe online. *Keep personal information private and understand why this is important. *Identify where to go for help and ask for support if concerned about content on the Internet or other technology.</i></p> <ul style="list-style-type: none"> • Understand that information should never be shared online (full name / address / school / age / sending/displaying of photos). Children are able to explain why these personal details should not be shared. • Clear protocol to follow when they do not feel safe online / who they should ask for help from in all social situations (at home / at school). • Understand that there are lots of different ways people can communicate online. When is it safe? When should I report? (messengers in games / YouTube comments / mobile phones) • Online 'Code of conduct' to be covered in every computing lesson.