



St Peter's Computing Curriculum Overview

Year 1		
PUPIL NAME		
Strand	Learning Objectives	OBJECTIVE MET DATE
Computer Science		
HARDWARE	<ul style="list-style-type: none"> We know what input and output means 	
	<ul style="list-style-type: none"> We can locate keys on a keyboard 	
	<ul style="list-style-type: none"> We can operate a camera and use QR scanners to open software/apps 	
CODING	<ul style="list-style-type: none"> We can solve unplugged problems and unplugged computing board games using decomposition 	
	<ul style="list-style-type: none"> We can predict the behaviour of simple programs 	
	<ul style="list-style-type: none"> We know what an algorithm is 	
	<ul style="list-style-type: none"> We can assemble instructions into a simple algorithm 	
	<ul style="list-style-type: none"> We can program Beebot / BigTrak 	
	<ul style="list-style-type: none"> We know what debugging means 	
	<ul style="list-style-type: none"> We can debug when things go wrong 	
*Additional enrichment content, above and beyond the National Curriculum PoS.		
Digital Literacy		
INTERNET SAFETY & DIGITAL RESPONSIBILITY	<ul style="list-style-type: none"> We understand the importance of a password 	
	<ul style="list-style-type: none"> We can log in and out of our own accounts 	
	<ul style="list-style-type: none"> We know what to do if we see something on the internet that we shouldn't be seeing 	

Information Technology		
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.		
SOFTWARE	• We can use basic tools to edit graphics	
	• We can take and edit photographs	
	• We can create digital art	
	• We can control a mouse by dragging, clicking and resizing elements	
	• We have understanding of a range of different software/apps	
EMAILS & INTERNET	• We can search and download images from the internet safely	
DATA	• We can put data into tables, charts and pictograms	
	• We can say why digital content can be better than using paper when storing and manipulating	
WIDER USE	• We recognise the common uses of IT, beyond school	