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*(N.B Find and replace LGfL Primary with the name of your school and note other highlighted words and phrases which you need to replace)*

**Intent**

In line with the 2014 National Curriculum for Computing, our aim at the LGfL Primary is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world.

The curriculum will teach children key knowledge about how computers and computer systems work, and how they are designed and programmed. Learners will have the opportunity to gain an understanding of computational systems of all kinds, whether or not they include computers.

By the time they leave LGfL Primary, children will have gained key knowledge and skills in the three main areas of the computing curriculum: computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully). The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

**Implementation**

At the LGfL Primary computing is taught using a blocked/ongoing curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their computing topics. Teachers use the Computing scheme.

We have a computing suite/set of laptops/iPads/Chromebooks to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.

The implementation of the curriculum also ensures a balanced coverage of computer science, information technology and digital literacy. The children will have experiences of all three strands in each year group, but the subject knowledge imparted becomes increasingly specific and in-depth, with more complex skills being taught, thus ensuring that learning is built upon.

**Key Stage 1**

Pupils will be taught to:

* 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
* Use technology purposefully to create, organise, store, manipulate and retrieve digital content
* Recognise common uses of information technology beyond school
* 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

**Key Stage 2**

Pupils will be taught to:

* 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, and the opportunities they offer for communication and collaboration
* Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
* 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

**Impact**

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.