



St Jude's C of E Primary School Skill Coverage Grid



Computing

Year 3

Online Safety	Curriculum Skill	Number of times taught
	To use technology safely and recognise acceptable and unacceptable behaviour. (E-Safety)	1
	To use technology safely and respectfully, keeping personal information private. (E-Safety)	1
	To know that the internet is a great way to find information and communicate with people.	3
	To know who to tell and what to do if you see something upsetting on the internet.	3
	To know that some things you say, do, and publish online are public and permanent	3
	When online: To apply the THINK Netiquette rules. T – Is it true ? H – Is it high quality ? I – Is it informative ? N – Is it necessary ? K – Is it kind ? To write positive, friendly comments on a blog.	3
	When online: To apply the SMART safety rules: S – Keep your personal details safe . M – Never meet strangers face to face. A – Do not accept or respond to files, images or emails from strangers. R – Make sure all that you read is reliable . T – Tell someone you trust if you feel uncomfortable.	3
	To understand that being unkind to someone online is bullying, and is called "cyberbullying"	3
	To ask permission before taking photos of people.	3
	To choose a safe password.	1
Computational Thinking	Curriculum Skill	Number of times taught
	To design, write and debug programs that control or simulate virtual events. (Coding)	1
	To use logical reasoning to explain how some simple algorithms work. (Coding)	1
	To understand that an "algorithm" is a list of instructions (written in a human language).	2
	To understand that a "program" is a list of instructions in a computer 'language'.	1
	To write simple programs with specific goals	1
	To correctly sequence instructions in a program	1
	To be able to write your own simple program and explain in your own words what it does.	1
	To be able to independently spot when a program does not achieve a specific goal (debug)	1
Internet, Networks and the Web	Curriculum Skill	Number of times taught
	Understand that computer networks enable the sharing of data and information. (Networks)	1
	Understand that the internet is a large network of computers and that information can be shared between computers. (Networks)	1
	To understand that computer networks, including the internet, are made up of computers connected together.	1
	To understand that the internet can be used to send data around the world.	1



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	Curriculum Skill	Number of times taught
	To understand the internet and web can be used for communication such as email, video conferencing, blogs, forums, social networks	1
Using Information		
	With support select and use a variety of software to accomplish goals. (Using Computer)	1
	To use keywords effectively on search engines.	1
	To evaluate whether information found is useful, true, and relevant.	1
	To understand the difference between the main results and sponsored results.	1
	To record which websites you have used to collect information from.	1
IT in the World		
	To understand some of the different ways that digital technology is used at home, school and the world of work.	2
	To consider the consequences of the spread of digital technology on society and people's lives.	1
	To consider possible future developments of digital technologies, and their potential impact on society.	1
Whole School		
	To use technology safely and respectfully, keeping personal information private. (E-Safety)	2
	To know that the internet is a great way to find information and communicate with people.	4
	To understand the internet and web can be used for communication such as email, video conferencing, blogs, forums, social networks	2
	To record which websites you have used to collect information from.	2
	Consider the consequences of the spread of digital technology on society and people's lives.	2

Year 4

Online Safety	Curriculum Skill	Number of times taught
	To understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. (E-Safety)	1
	To use technology responsibly and understand that communication online may be seen by others. (E-Safety)	1
	When online: To apply the THINK Netiquette rules. T – Is it true ? H – Is it high quality ? I – Is it informative ? N – Is it necessary ? K – Is it kind ?	4
	When online: To apply the SMART safety rules: S – Keep your personal details safe . M – Never meet strangers face to face. A – Do not accept or respond to files, images or emails from strangers. R – Make sure all that you read is reliable . T – Tell someone you trust if you feel uncomfortable.	4
	To write positive, friendly comments on a blog.	1
	To choose a safe password.	3
	To protect personal information online, being aware of privacy settings on certain websites.	1
	To know that some things you say, do, and publish online are public and permanent	2
Computational Thinking		
	To decompose programs into smaller parts. (Coding)	1
	To select, use and combine a variety of software, systems and content that accomplish given goals. (Coding)	1
	To understand that an "algorithm" is a list of instructions (written in a human language).	3



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	To understand that a "program" is a list of instructions in a computer 'language'.	2
	To add further code to an existing program to modify it.	1
	To write simple programs which use the repeat function.	1
	To write programs/code that uses a selection function i.e. if...else...	1
	To be able to predict the outcome of a given program.	1
	To be able to explain how a programme works in your own words.	1
	To be able to independently find what is wrong with a program and identify where the problem is, but might need support fixing it.	1
Internet, Networks and the Web	Curriculum Skill	Number of times taught
	To understand how results are selected and ranked by search engines. (Net Searching)	1
	To understand that computer networks, including the internet, are made up of computers connected together.	2
	To understand that the internet can be used to send data around the world.	2
	To understand the internet can be used for communication such as email, video conferencing, blogs, forums, social networks and so on.	2
Using Information	Curriculum Skill	Number of times taught
	With support select and use a variety of software on a range of digital devices. (Using Computer)	2
	With support select, use and combine a variety of software on a range of digital devices to accomplish given goals. (Using Computer)	2
	To understand that digital content is owned and you may need to get permission before using content e.g. images or music.	1
IT in the World	Curriculum Skill	Number of times taught
	To understand some of the different ways that digital technology is used at home, school and the world of work.	2
	To consider the consequences of the spread of digital technology on society and people's lives.	2
	To consider possible future developments of digital technologies, and their potential impact on society.	2
Whole School	Curriculum Skill	Number of times taught
	To consider possible future developments of digital technologies, and their potential impact on society.	3
	To understand how digital technologies have changed people's lives.	2
	To write positive, friendly comments on a blog.	2
	To know that some things you say, do, and publish online are public and permanent	2
	To understand that digital content is owned and you may need to get permission before using content e.g. images or music.	2

Year 5

Online Safety	Curriculum Skill	Number of times taught
	To understand the need to only select age appropriate content. (E-Safety)	1
	When online: To apply the THINK Netiquette rules. T – Is it true ? H – Is it high quality ? I – Is it informative ? N – Is it necessary ? K – Is it kind ? To write positive, friendly comments on a blog.	5



Computing

	To understand which kinds of behaviours constitute "cyberbullying".	1
	Understand how to prevent and respond to cyberbullying.	1
	To understand the impact of online behaviour on your own and others self-image, relationships, and reputation.	1
	To understand how to be constructive and positive when communicating and collaborating with others online.	1
	To know that some things you say, do, and publish online are public and permanent	2
	When online: To apply the SMART safety rules: S – Keep your personal details safe . M – Never meet strangers face to face. A – Do not accept or respond to files, images or emails from strangers. R – Make sure all that you read is reliable . T – Tell someone you trust if you feel uncomfortable.	5
	To ask permission before taking photos of people.	3
	To choose a safe password.	4
Computational Thinking	Curriculum Skill	Number of times taught
	To design, write and test simple programs with opportunities for selection, where a particular result will happen based on actions or situations controlled by the user. (Coding)	1
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. (Coding)	1
	Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. (Coding)	1
	Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency. (Coding)	1
	Uses diagrams to help design and explain algorithms and programs.	1
	To create a program that accomplishes a specific goal.	1
	To add further code to an existing program to modify it.	1
	To write simple programs which use the repeat function.	1
	To write programs/code that uses a selection function i.e. if...else...	1
	To create code that uses a variable	1
	To revise and improve programs to increase efficiency	1
	To be able to predict the outcome of a given program.	1
Internet, Networks and the Web	Curriculum Skill	Number of times taught
	Begin to use internet services to share and transfer data to a third party. (Networks)	1
	To understand that computers pass data around networks using radio or satellite signals, copper wires or fibre-optic cables.	1
	To understand that data is broken down and sent in small 'packets', then stitched back together when it reaches its destination, travelling at near light speed.	1
	To understand the internet can be used for communication such as email, video conferencing, blogs, forums, social networks and so on.	3
	To understand and experience the opportunities for collaboration and real-time collaboration	1
	To have an understanding of how search engines rank results	1



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Using Information	Curriculum Skill	Number of times taught
	To independently select and use appropriate software for a task. (Using Computer)	1
	To independently select, use and combine a variety of software to design and create content for a given audience. (Using Computer)	1
	To independently select and use appropriate software for a task. (Using Computer)	1
	To use filters in search technologies effectively. (Net Searching)	1
	To use filters in search technologies effectively and appreciates how results are selected and ranked. (Net Searching)	
	To understand that digital content is owned and you may need to get permission before using content e.g. images or music.	1
	To understand what copyright is.	1
IT in the World	Curriculum Skill	Number of times taught
	To understand some of the different ways that digital technology is used at home, school and the world of work.	3
	Consider the consequences of the spread of digital technology on society and people's lives.	3
	Consider possible future developments of digital technologies, and their potential impact on society.	3
Whole School	Curriculum Skill	Number of times taught
	To independently select and use appropriate software for a task. (Using Computer)	2
	To independently select, use and combine a variety of software to design and create content for a given audience. (Using Computer)	2
	To independently select and use appropriate software for a task. (Using Computer)	2
	To use filters in search technologies effectively. (Net Searching)	2

Year 6

Online Safety	Curriculum Skill	Number of times taught
	Identify a range of ways to report concerns about content and contact in and out of school. (E-Safety)	1
	Use technology respectfully and responsibly. (E-Safety)	1
	To understand the need to only select age appropriate content. (E-Safety)	
	When online: To apply the THINK Netiquette rules. T – Is it true ? H – Is it high quality ? I – Is it informative ? N – Is it necessary ? K – Is it kind ?	6
	To write positive, friendly comments on a blog.	
	To understand which kinds of behaviours constitute "cyberbullying".	2
	Understand how to prevent and respond to cyberbullying.	2
	To understand the impact of online behaviour on your own and others self-image, relationships, and reputation.	2
	To understand how to be constructive and positive when communicating and collaborating with others online.	2
	To know that some things you say, do, and publish online are public and permanent	3



Computing

Computational Thinking	Curriculum Skill	Number of times taught
	To create programs which use variables. (Coding)	1
	To include use of sequences, selection and repetition with the hardware used to explore real world systems. (Coding)	1
	To solve problems by decomposing them into smaller parts. (Coding)	1
	To use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently. (Coding)	1
	To use variables, sequence, selection, and repetition in programs. (Coding)	1
	To use diagrams to help design and explain algorithms and programs.	1
	To reuse and adapt existing code to develop new programs.	1
	To create a program that accomplishes a specific goal.	1
	To write simple programs which use the repeat function.	1
	To write programs/code that uses a selection function i.e. if...else...	1
	To write a program that uses multiple variables that interact with each other.	1
	To be able to predict the outcome of a given program.	1
Internet, Networks and the Web	Curriculum Skill	Number of times taught
	To be discerning when evaluating digital content. (Net Searching)	1
	To use filters in search technologies effectively and is discerning when evaluating digital content.	1
	To begin to use internet services within his/her own creations to share and transfer data to a third party. (Networks)	1
	To understand how computer networks enable computers to communicate and collaborate. (Networks)	1
	To understand that computers pass data around networks using radio or satellite signals, copper wires or fibre-optic cables.	2
	To understand that data is broken down and sent in small 'packets', then stitched back together when it reaches its destination, travelling at near light speed.	2
	To understand the internet can be used for communication such as email, video conferencing, blogs, forums, social networks and so on.	4
	To understand and experience the opportunities for collaboration and real-time collaboration	2
	To have an understanding of how search engines rank results	2
Using Information	Curriculum Skill	Number of times taught
	To design and create a range of programs, systems and content for a given audience. (Using Computer)	1
	To independently select, use and combine a variety of software to collect, analyse, evaluate and present data and information. (Using Computer)	1
	To understand that digital content is owned and you may need to get permission before using content e.g. images or music.	2
	To understand what copyright is.	2
	To understand and experience the opportunities for collaboration and real-time collaboration.	2
	To have an understanding of how search engines rank results	2



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Computing

IT in the World	Curriculum Skill	Number of times taught
	To understand some of the different ways that digital technology is used at home, school and the world of work.	4
	To consider the consequences of the spread of digital technology on society and people's lives.	4
	Consider possible future developments of digital technologies, and their potential impact on society.	4
Whole School	Curriculum Skill	Number of times taught
	To be discerning when evaluating digital content. (Net Searching)	2
	To use filters in search technologies effectively and is discerning when evaluating digital content.	2
	To have an understanding of how search engines rank results	3
	To understand and experience the opportunities for collaboration and real-time collaboration.	3
	To consider possible future developments of digital technologies, and their potential impact on society.	5