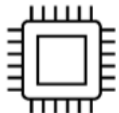


ELT Computing Curriculum Sequence of Knowledge

Early Years - Although there are no expectations for learning within the Computing Curriculum in the Early Years Framework, we believe that all children should experience and interact with computing during their time within provision. This ensures that children have a wide variety of rich experiences and have foundational knowledge about Computing which means they are Year 1 ready.

Computer Science							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algorithms and Programming (Sequence/selection/repetition) 	I can follow a simple algorithm. I can put simple instructions in order. I can create a sequence of instructions. I can plan a route for a friend or robot. I can code a robot to go to a certain place. I can debug an algorithm or some code.	I understand that algorithms are a set of instructions. I can create simple programmes. I can debug simple programmes. I understand debugging means to fix an error in an algorithm. I know unambiguous in computing is a very clear instruction or command. I can predict the behaviour of simple algorithms. I can solve problems by splitting them into smaller parts.	I understand and can explain what algorithms are. I can create and debug simple programmes. I know debugging is fixing an error in an algorithm. I know unambiguous means a very clear instruction or command. I can predict an algorithm by saying what I think will happen. I know a programme is a set of instructions for a computer. I understand computers, digital devices and robots follow precise, unambiguous instructions. I know repetition is doing an action more than once. I can use an orange 'repeat' block to create my algorithm. I can use logical reasoning to predict the behaviour of a simple algorithm. I can use logical reasoning to predict which algorithm will	I use the term algorithm correctly. I can predict and explain what an algorithm will do. I can run the code. I can investigate a sequence of instructions and discuss if my predictions were correct. I can fix any mistakes (Debugging) I understand the concept of coding – coding tells computers what to do, developers write code to build their own apps and games. I can construct simple sequences and understand the importance of orders. I understand what repetition is in coding. I can write an algorithm that uses repetition. I understand what a forever (infinite) loop is used for. I can make an algorithm	I can run (execute) the code. I can investigate a sequence of instructions and discuss if my predictions were correct. I can modify an algorithm by changing part of the code. I understand the sequence of the instructions are important. I can use my debugging skills to detect and correct errors in my algorithms. I understand what repetition is in coding. I can describe the two types of repetition in coding: I understand what a forever (infinite) loop is used for. I can make an algorithm repeat a set number of times (count-controlled loop). I understand selection (if/then/else) and can use a logic selection block in my code. I can use conditional statements for different contexts. I can combine	I can predict, run (execute) and investigate a sequence of instructions and discuss if my predictions were correct. I can modify an algorithm and use new learning to make my own algorithms. I know the definition of algorithm and I can use logical reasoning to explain how some simple algorithms work. I can detect and correct errors in algorithms and programmes. (debugging) I can identify, describe and demonstrate how to use sequence, repetition, variables and selection within the same programme. I can identify, describe and demonstrate different types of repetition and know how to use forever loops and count-controlled loops. I can use selection	I can predict, run, investigate and modify an algorithm and use new learning to make my own algorithms. I am confident using logical reasoning to explain how an algorithm works and I can detect and correct errors in algorithms. I can use logical reasoning to explain what an algorithm does and why an algorithm is not working. I can define, identify and demonstrate how to use sequence, repetition, selection and variables in programmes. I can define, identify and demonstrate how to use count-controlled and infinite loops within my programmes. I can create an algorithm with a logic if/then/else block inside a white nested loop within a forever loops. I am developing my

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			be successful and which will be unsuccessful.	repeat a set number of times (count-controlled loop). I understand basic conditions in code – if/then. I can understand selection (if/then/else) and can use a logic selection block in my code. I can modify an algorithm by changing part of the code.	selection with the inputs and outputs of a Micro:bit. I can use a variable in my programme. I understand that a variable is data stored within a computer programme. This data can be changed, recalled or used in my programme. I can use abstraction (Identifying and focusing on the most important information) and I can use decomposition to break down a problem into smaller tasks.	(if/then/else) in various contexts. I can create my own variables for different scenarios. I understand that a variable can be changed, recalled or used in my programme. I can write and debug programmes that accomplish specific goals. When I make my own algorithms, I can use abstraction (Identifying and focusing on the most important information) and I can use decomposition to break down a problem into smaller tasks.	knowledge and can identify nested loops and how to use them effectively. I can identify when I need to create a variable within a programme. This data can be changed, recalled or used in my programme. I can design, write and debug programmes that accomplish specific goals. When I make my own algorithms, I can use abstraction and I can use decomposition to break down a problem into smaller tasks.
Data (use component knowledge to support understanding of data) 	I can count, sort and group information on a digital device.			I can recognise different connections. I can explain how messages are passed through multiple connections. I can discuss why we need a network switch. I can recognise that a computer network is made up of a number of devices. I can demonstrate how information can be passed between devices and how devices are connected. I can explain the role of a switch, server, and		I understand and can describe how a network operates (school and internet), and how networks communicate with other networks to deliver messages (data). I can talk about the benefits of having a computer network. I can explain how the following devices contribute to our school network: Server, Switch, Wireless Access Point (WAP), Router, Touch Screen, Printers, iPads, Laptops, Desktop PCs.	I can recognise that data is transferred using agreed methods. I can explain that internet devices have addresses. I can describe how computers use addresses to access websites. I can identify and explain the main parts of a data packet and how data is transferred over networks. I can create an algorithm for my Micro:Bit using

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				wireless access point in a network. I can identify the benefits of computer networks.		I can identify if a device is wired or wireless. I can discuss why a network needs protecting. I can recognise that the World Wide Web is the part of the internet that contains websites and web pages. I can explain the types of media that can be shared on the WWW I can describe where websites are stored when uploaded to the WWW and how to access and add media to websites. I can explain that there are rules to protect content. I can explain why some information online may not be honest, accurate, or legal. I can explain why I need to think carefully before I share or reshare content online.	python programming language. I understand that Python is the language that powers websites and apps. I know the difference between visual (blocks) and scripted (text) programming languages.
Systems (input, output and process) 	I can investigate how toys work using buttons/switches	I can find and use the commands to move a sprite. I can use more than one block by joining them together. I can use a Start block in a programme I can run my programme I can find blocks that have numbers and know what	I can identify the start of a sequence. I can identify that a programme needs to be started and how to run my programme. I can predict the outcome of a sequence of commands/actions of a spite in an algorithm	I understand how use Bluetooth connections to attach my Micro:bit to my iPad (or use USB if working on Windows). I understand the different ways to connect a Micro:bit to a device to run my code. I can flash my algorithm to an Micro:bit.	I know how use Bluetooth connections to attach my Micro:bit to my iPad (or use USB if working on Windows). I understand the different ways to connect a Micro:bit to a device to run my code. I can flash my algorithm to a Micro:bit. I can troubleshoot any	I know that output devices that can be used to present data that has been generated to a computer. (E.g. LEDs) I can identify the inputs and outputs on my Micro:bit. I know that an LED is a Light Emitting Diode.	NC- Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems). I know how to create a variable to: change a timer by 1 second, reset a timer, instruct Micro:bit to start a game, count data in a

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		happens if I change the value. I can design a project include more than one sprite and can add blocks to each of my sprites. I can delete a sprite/ sprites. I can decide how each sprite will move by creating an algorithm for each sprite. I can use sprites that match my design and design. I can add code blocks based on my algorithm. I can test the code I have created.	I can match two sequences with the same outcome. I can change the outcome of a sequence of commands. I can decide which blocks to use and build a sequence of block to meet the aims of my programme. I can choose characters and backgrounds for the design I can compare my project to my design and improve my project by adding features.	I can troubleshoot any issues that may arise when connecting my Micro:bit. I am starting to understand various methods of input and output - (buttons, LEDs, sound/speaker, light sensor, accelerometer for movement/shake). I can control basic features of a physical device	issues that may arise when connecting my Micro:bit. I have a clear understanding of various methods of input and output - (buttons, LEDs, sound/speaker, light sensor, accelerometer for movement/shake) I know that input devices can be used to send data to the computer. (E.g. buttons)	I know that the accelerometer is a sensor that can be used to measure if the Micro:Bit is moving, (on shake block).	data logger programme. I can create an algorithm that controls the inbuilt speaker on a Micro:bit to turn it on and off during a game. I can use the accelerometer to reset a timer. I can identify and describe the GPIO (General Purpose Digital Input and Output) pins on a Micro:bit (0, 1, 2, 3V, GND). I can identify each component on a Micro:bit and describe if it is an input or an output. I can create an algorithm to log data. I can label columns with individual values. I can reconnect my Micro:bit to my device and analyse the data that I have collected. I can use the data collected and choose a relevant graph to display my data.

Information Technology

There is an expectation that knowledge learned within computing lessons will be used effectively in other areas of the curriculum. Year 6 have the opportunity to use all the knowledge around the different apps from previous years to showcase their depth of understanding with an end of Key Stage production.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Data Handling and Data Collection			Data Collection I can organise data by labelling, matching, grouping and counting. I can collect data and present data. I can explain its meaning. I can recognise how data is organised electronically. I can add and remove columns and rows from a table	Data Collection I can collect and present data (unplugged) I can use a digital device to collect and log live data. I can input data and represent it in a graph. I can analyse data. I can record data in a tally chart. I can use Office Forms to collect data			Data Collection - Numbers I can add formula and format cells to budget for an event
Multimedia Production	Taking Photographs I can turn live pictures on and off. I can zoom in and zoom out. I can focus on a specific object. Clips –Using a camera to take photos and adding sounds and my voice. I can take photos on Clips. I can record sound and add it to the clip.	Taking Photographs I can create and organise photos. I can know how to take a good photograph. I know how to improve my photograph when retaking. I can manipulate photographs through editing, using filters, cropping and rotating. I can create digital content in other formats (slow motion, video, panorama, time lapse). I can organise digital content into folders. Clips – Using a camera to record video.	Use the key skills of Taking Photographs within the Wider Curriculum – these will be evidenced in Subject Plans. Clips – Adding titles and music to clips. Designing an e-book I can add music, titles and posters onto Clips. I can create, organise content for an e-book I can add images, text and voice recordings to an e-book	Continued more in-depth use of Clips to showcase knowledge in other Curriculum Subjects – these will be evidenced in Subject Plans. Create iMovie Project Adding photos, voice over and working with a timeline. I can create content that includes photo, video and voiceover. I can design and create content for a presentation	Continued more in-depth use of Clips to showcase knowledge in other Curriculum Subjects – these will be evidenced in Subject Plans. Create iMovie Adding titles, music, transitions and green screen. GarageBand I can use loops in GarageBand I can record voice in small segments and organise it on GarageBand I can combine software to create a music video.	Continued more in-depth use of Clips to showcase knowledge in other Curriculum Subjects – these will be evidenced in Subject Plans. Create iMovie Use of autocue and importing video files. Pages, GarageBand, iMotion, Halo AR I can create a script for a podcast. I can use the autocue function on Pages. I can edit settings to record audio effectively on GarageBand. I can add effects to audio	Continued more in-depth use of Clips to showcase knowledge in other Curriculum Subjects – these will be evidenced in Subject Plans. Create iMovie Advanced understanding of quality presentation and production. TinkerCAD and Keynote I can add 3D shapes to a project. I can view 3D shapes from different perspectives. I can move 3D shapes relative to one another.

Digital Citizenship

* Objectives in blue are what Project Evolve stipulate should be taught as part of a Computing Curriculum.

* The other objectives may already be taught in other subjects such as RSE or PSHE for example and would be at your judgement whether to teach these as part of your computing lessons, key stage assemblies or class lessons.

PROJECT EVOLVE [®] Progression	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self-Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
EYFS	I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	I can identify ways that I can put information on the internet.	I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.	I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).	I can name my work so that others know it belongs to me.	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.	I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.
Year 1	I can give examples of when I should ask permission to do something online and explain why this is important.	I can recognise that information can stay online and could be copied.	I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. Needs to be covered within the computing curriculum.	I can explain how passwords can be used to protect information, accounts and devices – effective passwords.	I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.	I can explain how other people may look and act differently online and offline. I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.	I can describe how to behave online in ways that do not upset others and can give examples.	I can explain rules to keep myself safe when using technology both in and beyond the home.
Year 2	I can give examples of how someone might use technology to communicate with others they don't also	I can explain how information put online about someone can last for a long time.	I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home,	I can explain how passwords can be used to protect information, accounts	I can recognise that content on the internet may belong to other people.	I can give examples of issues online that might make someone feel sad, worried, uncomfortable or	I can explain what bullying is, how people may bully others and how	I can explain simple guidance for using technology in different environments and

	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self-Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
	know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online.	I know who to talk to if something has been put online without consent or if it is incorrect.	forward, back buttons; links, tabs and sections). I can explain why some information I find online may not be real or true. Needs to be covered within the computing curriculum. I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'	and devices – password and PINs I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions). I can explain and give examples of what is meant by 'private' and 'keeping things private'.		frightened; I can give examples of how they might get help. I can explain how other people may look and act differently online and offline.	bullying can make someone feel. I can talk about how anyone experiencing bullying can get help.	settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone accessing online technologies
Year 3	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain how someone's feelings can be hurt by what is said or written online.	I can explain how to search for information about others online. I can explain who someone can ask if they are unsure about putting something online.	I can explain what autocomplete is and how to choose the best suggestion I can demonstrate how to use key phrases in search engines to gather accurate information online. Needs to be covered within the computing curriculum. I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.	I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged

	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self-Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
Year 4	I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)	I can describe how to find out information about others by searching online. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Needs to be covered within the computing curriculum. I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).	I can describe strategies for keeping personal information private, depending on context. I know what the digital age of consent is and the impact this has on online services asking for consent.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
Year 5	I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault.	I can search for information about an individual online and summarise the information found. I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with. I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful. Needs to be covered within the computing curriculum. I can describe ways of identifying when online content has	I can explain what a strong password is and demonstrate how to create one I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	I can give examples of content that is permitted to be reused and know how this content can be found online.	I can explain how identity online can be copied, modified or altered.	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying.	I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively.

	Online Relationships	Online Reputation	Managing Online Information	Privacy & Security	Copyright & Ownership	Self-Image & Identity	Online Bullying	Health, Wellbeing & Lifestyle
			been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).					
Year 6	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. I can explain how sharing something online may have an impact either positively or negatively	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.	I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation needs to be covered within the computing curriculum).	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings.	I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online.	I can describe how to capture bullying content as evidence (e.g. screengrab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).

* Objectives in blue are what Project Evolve stipulate should be taught as part of a Computing Curriculum.

* The other objectives may already be taught in other subjects such as RSE or PSHE for example and would be at your judgement whether to teach these as part of your Computing lessons, key stage assemblies or class lessons.

Curriculum Adaptations in Response to KCSIE 2025 Updates

The guidance now explicitly includes:

- **Disinformation**
- **Misinformation**
- **Conspiracy theories (Year 10)**

These are recognized as potential harms that children may encounter online and that schools should actively educate and safeguard against.

Additional Project Evolve lessons to be added to our curriculum outlined below:

Based on the Project EVOLVE Toolkit and its alignment with the Education for a Connected World framework, here is a year-by-year breakdown of resources specifically addressing misinformation and disinformation, including the strand category each belongs to.

All of these are from the “**Managing Online Information**” strand.

Key Stage 1

Year 1

Concept: Misinformation

Strand: Managing Online Information

Statement: **I know / understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke.**

Focus: Introduces the idea that not everything online is accurate. Activities include sorting real vs fake content and discussing trusted sources.

Year 2

Concept: Misinformation

Strand: Managing Online Information

Statement: **I can explain why some information I find online may not be real or true.**

Focus: Builds on Year 1 with more structured questioning of online content and simple factchecking with adult support.

Key Stage 2

Year 3

Concept: Disinformation

Strand: Managing Online Information

Statement: **I can demonstrate how to use key phrases in search engines to gather accurate information online.**

Focus: Explores how autocomplete suggestions may not be truthful

Year 4

Concepts: Misinformation & Disinformation

Strand: Managing Online Information

Statement: **I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.**

Focus: Introduces the concept of echo chambers and viral misinformation.

Year 5
Concept: *Disinformation*

Strand: Managing Online Information

Statement: **I can describe how fake news may affect someone’s emotions and behaviour and explain why this may be harmful**

Focus: Teaches emotional manipulation in online content and how disinformation is crafted to provoke reactions.

Year 6
Concepts: *Disinformation & Conspiracy Theories*

Strand: Managing Online Information

Statements: **I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can assess how this might happen (e.g. the sharing of misinformation or disinformation)**

Focus: Uses age-appropriate case studies to explore how to spot misinformation and disinformation and know that if something is popular online, it still could be untrue.

Please ensure that at the start of each half term you reflect on the objectives taught in the previous term to ensure that children’s knowledge of these topics has been retained. Revisit any lessons where you feel this would be of benefit.