

In Upper Key Stage 2, pupils bring together their computing knowledge to work with greater independence and sophistication across all three themes. They apply the concept of selection in physical computing, programming a Crumble microcontroller to control LEDs and motors using 'if...then...' conditions. Pupils create vector drawings, layering and grouping objects to produce complex images, and develop their understanding of spreadsheets – using formulas, calculated data and charts to analyse and present information. In Year 6, they design and build their own websites using Google Sites, exploring HTML, copyright and navigation paths. Throughout, pupils confidently evaluate problems, recognise that multiple solutions may exist and apply their disciplinary knowledge of how the online world works to operate safely and responsibly – leaving Eden Park as capable, creative and critical users of technology, well prepared for Key Stage 3.

**Year
5/6**

Building on EYFS, pupils in KS1 develop their computing knowledge across the three themes of Computer Science, Information Technology and Digital Literacy. They learn what an algorithm is and how programs are implemented on digital devices, using floor robots and Scratch Jr to create, modify and debug sequences of code. Pupils develop their keyboard and mouse skills, learn how to use technology responsibly and begin to understand how to keep personal information safe online. They collect and organise data, creating pictograms and block diagrams to represent and interpret information. Across all their learning, pupils develop the four disciplinary strands – digital citizens, create and collaborate, computational thinking, and analyse and evaluate – building the secure foundations they will extend in Lower Key Stage 2.

**Year
1/2**

In Lower Key Stage 2, pupils deepen their computing understanding across all three themes. They explore how digital devices connect to form networks, develop their stop-frame animation skills using tablets and use data loggers to collect, analyse and interpret real-world information. In computer science, pupils move from simple sequencing to using loops and repetition, working in Logo and Scratch to modify and create programs with count-controlled and infinite loops. They begin to independently navigate online environments, explain the risks of communicating online and evaluate the effectiveness of their own and others' work. Their disciplinary thinking develops as pupils move from recognising patterns in code towards explaining and amending algorithms with increasing confidence, preparing them for the physical computing and more complex programming of Upper Key Stage 2.

**Year
3/4**

In the Early Years Foundation Stage, children begin their computing journey through exploration and play, encountering a wide range of technology in their environment. Through continuous provision, they interact with functioning devices, electronic toys, touch screens and floor robots, beginning to notice that clear instructions produce outcomes. Children use iPads and desktop computers for purposeful activities, take photographs to celebrate their learning and explore simple programs and apps. They have open conversations about staying safe online and begin to develop the curiosity and confidence with technology that will underpin all future computing learning in Key Stage 1.

EYFS

