

# Computing

A complete six-year primary computing course that takes a real-life, project-based approach to teaching young learners the vital computing skills they will need for the digital world.

- ✓ Focuses on key computing skills, such as working with text and data, image editing, logic and programming.
- ✓ Assists students (and teachers) with important everyday computing skills, such as how to use the Internet safely, be responsible on social media, and assess which sources are trustworthy and credible.
- ✓ Builds a solid foundation for Oxford International Lower Secondary Computing

## KEY STAGE 1

ENC attainment target	OIC learning outcome	OIC unit reference
understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions	<p><b>1.1a</b> Run and use a simple program made by somebody else</p> <p><b>2.1a</b> Say what an algorithm is and what running a program means</p>	<p><b>1.3</b> Computational thinking: Catch the mouse</p> <p><b>1.4</b> Programming: Playing with Scratch</p> <p><b>2.3</b> Computational thinking: Make a good plan</p>
create and debug simple programs	<p><b>2.1c</b> Create a simple program and remove errors so it runs</p> <p><b>3.1a</b> Describe a simple plan for a program that changes inputs into outputs</p> <p><b>3.1b</b> Create a program that produces varied outputs in response to user inputs</p> <p><b>3.1c</b> Find and correct the errors in a program so it works the way you want</p>	<p><b>2.4</b> Programming: The frog hop game</p> <p><b>3.3</b> Computational thinking: Turning inputs into outputs</p> <p><b>3.4</b> Programming: The drawing bug</p>
use logical reasoning to predict the behaviour of simple programs	<p><b>1.1b</b> Describe a program by saying what its inputs and outputs are</p> <p><b>1.1</b> Edit a program and say how that will change what it does</p> <p><b>2.1b</b> Say what a program will do by looking at its commands</p>	<p><b>1.3</b> Computational thinking: Catch the mouse</p> <p><b>1.4</b> Programming: Playing with Scratch</p> <p><b>2.4</b> Programming: The frog hop game</p>
use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p><b>1.2a</b> Make simple images using computer software</p> <p><b>1.2b</b> Enter words and numbers into the computer</p> <p><b>2.2a</b> Make a document with words and pictures</p> <p><b>2.2b</b> Enter numbers into a computer and find the answer to a sum</p> <p><b>2.2c</b> Save your work as a file in storage</p> <p><b>3.2a</b> Use software to improve the appearance of a document that includes text and images</p> <p><b>3.2b</b> Use software to enter number data and make calculations</p>	<p><b>1.5</b> Multimedia: Funny faces</p> <p><b>1.6</b> Numbers and data: Toys long ago</p> <p><b>2.5</b> Multimedia: My hobbies</p> <p><b>2.6</b> Numbers and data: Count wildlife</p> <p><b>3.5</b> Multimedia: Storyland</p> <p><b>3.6</b> Numbers and data: Sunflowers</p>

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<b>recognise common uses of information technology beyond school</b>	<p><b>1.3a</b> Say what a computer is</p> <p><b>1.3b</b> Say some things that can be done with a computer in school and out of school</p> <p><b>2.3a</b> Name the main parts of a typical computer and what they are for</p> <p><b>2.3b</b> Say some things a computer can do and some things a computer cannot do</p> <p><b>3.3a</b> Describe a range of familiar digital devices</p> <p><b>3.3b</b> Describe tasks where computers can be helpful</p>	<p><b>1.1</b> The nature of technology: Computers everyday</p> <p><b>2.1</b> The nature of technology: Our computers</p> <p><b>3.1</b> The nature of technology: Digital devices</p>
<b>use technology safely and respectfully, keeping personal information private</b>	<p><b>1.4a</b> Find something out using the computer</p> <p><b>1.4b</b> Be safe and polite in the computer room</p> <p><b>2.4a</b> Download useful words or images</p> <p><b>2.4b</b> Use computers safely to help with learning</p> <p><b>2.4c</b> Keep personal information private</p> <p><b>3.4a</b> Use technology to send and receive messages</p> <p><b>3.4b</b> Describe the parts of a message</p>	<p><b>1.1</b> The nature of technology: Computers everyday</p> <p><b>1.2</b> Digital literacy: Rain forests</p> <p><b>2.2</b> Digital literacy: The secret restaurant</p> <p><b>3.2</b> Digital literacy: Explorers</p>
<b>identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</b>	<p><b>1.4c</b> Say who can help you if you are worried</p> <p><b>3.4c</b> Explain how to respond to an unsuitable communication</p>	<p><b>1.2</b> Digital literacy: Rain forests</p> <p><b>2.2</b> Digital literacy: The secret restaurant</p> <p><b>3.2</b> Digital literacy: Explorers</p>