

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 2

ENC attainment target	OIC learning outcome	OIC unit reference
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems	<p>4.1c Create a program to meet a given purpose</p> <p>5.1c Adapt a program to meet a new requirement</p> <p>6.1b Write a program that controls or simulates physical movement</p>	<p>4.3 Computational thinking: Making a quiz program</p> <p>4.4 Programming: Make a game</p> <p>5.3 Computational thinking: A test with many questions</p> <p>5.4 Programming: The hungry parrot</p> <p>6.4 Programming: The frog maze</p>
solve problems by decomposing them into smaller parts	<p>6.1c Solve a problem by breaking it into smaller parts or modules</p>	<p>6.3 Computational thinking: Algorithms and programs</p> <p>6.4 Programming: The frog maze</p>
use sequence, selection and repetition in programs; work with variables and various forms of input and output	<p>4.1a Plan and create a program that uses a named variable</p> <p>4.1b Plan and create a program that uses a conditional structure</p> <p>4.1d Make programs with different types of input and output</p> <p>5.1b Create a program with a loop controlled by an exit condition</p>	<p>4.3 Computational thinking: Making a quiz program</p> <p>4.4 Programming: Make a game</p> <p>5.3 Computational thinking: A test with many questions</p> <p>5.4 Programming: The hungry parrot</p>
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<p>5.1a Create an algorithm that includes a loop</p> <p>6.1a Make an algorithm to solve a problem using logical reasoning</p>	<p>5.3 Computational thinking: A test with many questions</p> <p>6.3 Computational thinking: Algorithms and programs</p>
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	<p>4.3c Describe how computers may be used in the world of work</p> <p>5.3a Explain that digital devices can be connected by communication links</p> <p>5.3b Explain what the Internet is and some Internet services such as the World Wide Web</p> <p>5.3c Describe some ways the Internet helps us work together in the modern world</p>	<p>4.1 The nature of technology: Computers around us</p> <p>5.1 The nature of technology: Computer networks</p>

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use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<p>4.4a Find information using a web search</p> <p>5.4a Obtain information from online sources and describe the sources used</p> <p>5.4b Choose information from online sources, and give reasons for choices</p> <p>5.4c Explain how online searches select and show useful information</p> <p>6.4b Review web content to check if appropriate, and amend if needed</p>	<p>4.2: Digital literacy: Using the World Wide Web</p> <p>5.2: Digital literacy: Searching the World Wide Web</p> <p>6.2: Digital literacy: Make a web page</p>
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	<p>4.2a Use software to format a document and fix mistakes</p> <p>4.2b Use software tools to process numerical data and see summary results including a graph</p> <p>5.2a Make and share images to suit an audience and a purpose</p> <p>5.2b Amend an image to increase its impact</p> <p>5.2c Use a spreadsheet to answer questions by finding out what happens when numbers change</p> <p>6.2a Use technology to collect or record data</p> <p>6.2b Use software to structure, sort and filter data</p> <p>6.2c Work as a team using technology (for example to give a group presentation)</p> <p>6.4a Create a simple web page with text and images</p>	<p>4.5 Multimedia: Writing and editing a document</p> <p>4.6 Numbers and data: Working with values</p> <p>5.5 Multimedia: Illustrating a recipe card</p> <p>5.6 Numbers and data: My pizza snack bar</p> <p>6.2 Digital literacy: Make a web page</p> <p>6.5 Multimedia: Our school survey</p> <p>6.6 Numbers and data: Amir's parcels</p>
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<p>4.4b Describe how to spot unsuitable Internet content and behaviour</p> <p>4.4c Describe several ways you can report your concerns</p> <p>6.4c Act responsibly and with respect for others when using the computer</p>	<p>4.2 Digital literacy: Using the World Wide Web</p> <p>6.2 Digital literacy: Make a web page</p>
Extra content: not covered by ENC attainment targets	<p>4.3a Describe what storage is and why it is important</p> <p>4.3b Identify a range of modern devices which contain computer processors, for example embedded processors</p>	<p>4.1 The nature of technology: Computers around us</p> <p>6.1 The nature of technology: Robots</p>