Computing Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Focus 1: Introducing computing within the environment	children to learning	Focus 2: Children exploring programmi and algorithms through the Cubettos of Code-a-pillars Focus 3: Information		ning Focus 4: Preparing children to access and use Seesaw independently, ready for 1	
Year 1	Computing systems and networks – Technology around us	Creating media – Digital painting	Programming A – Moving a robot	Data and information – Grouping data	Creating media – Digital writing	Programming B - Programming animations
Year 2	Computing systems and networks – IT around us	Creating media – Digital photography	Programming A – Robot algorithms	Data and information – Pictograms	Creating media - Digital music	Programming B - Programming quizzes
Year 3	Computing systems and networks – Connecting computers	Creating media - Stop-frame animation	Programming A - Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B - Events and actions in programs
Year 4	Computing systems and networks – The Internet	Creating media - Audio production	Programming A – Solving problems in physical computing	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games

Year 5	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Introduction to vector graphics	Programming B – Selection in quizzes
Year 6	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information - Introduction to Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement

Progression of skills in Computing

	EYFS:	Key Stage 1:	Key Stage 2:
Statutory Framework Objectives	Within the new EYFS framework 'Technology' has been removed from 'Understanding the World' therefore we have identified key objectives which have direct links to the KS1/KS2 National Curriculum for Computing. Focus 1: Introducing children to computing within the learning environment [Information Technology and Internet Safety] • know the difference between photography and video (through Seesaw) • recognise that they can say 'no' / 'please stop' / 'T'll tell' / 'T'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset (Link to PSED) • use a touch screen to target and select options on a screen (In Continuous Provision) • identify rules that help keep us safe and healthy in and beyond the home when using technology Focus 2: Children exploring	 Computer Science Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs Information Technology Pupils should be taught to: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Internet Safety Pupils should be taught to: use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or 	 Computer Science Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Information Technology Pupils should be taught to: 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 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 Internet Safety Pupils should be taught to: use technology safely, respectfully and responsibly; recognise

programming and algorithms through the Cubettos and Code-a-pillars [Computer Science]	contact on the internet or other online technologies.	acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
 follow simple oral algorithms predict and spot simple patterns sequence familiar tasks input a simple sequence of commands to control a robot (with support using Cubettos and Code-a-pillars) 		
Focus 3: Information [Information Technology]		
 identify a chart sort physical objects collect and record information recognise some ways in which the internet can be used to communicate talk about how the internet can be used to find things out identify devices I could use to access information on the internet give simple examples of how to find information (search engine, voice activated searching) 		
Focus 4: Preparing children to access and use Seesaw		
independently, ready for Year 1 [Information Technology and Internet Safety]		
 know that work they create belongs to them name their work (put it in their own folder) take a photograph using the camera record a short film using the camera watch films back record their voice over a picture scan a QR code identify some simple 		

	person (name, age, lo • describ trust a with; I can tru	al information address, birthday, cation) he the people I can hd can share this can explain why I st them						
Skill/knowledge	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Algorithms — Be able to comprehend, design, create, and evaluate algorithms (Computer Science)	Focus 2: Childrer programming ar through the Cub Code-a-pillars - follow simple o - predict and spo sequence familia - input a simple commands to co support using Cu Code-a-pillars)	n exploring ad algorithms ettos and ral algorithms ot simple patterns ar tasks sequence of introl a robot (with ubettos and	Programming A - Moving a robot-To explain what a given command will do-To act out a given word-To plan a simple program -To find more than one solution to a problemProgramming B - Programming animations-To use my algorithm to create a program	Programming A – Robot algorithms -To describe a series of instructions as a sequence -To explain what happens when we change the order of instructions -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written	Programming A - Sequencing sounds -To create a project from a task description	Programming A - Solving problems in physical computing - Decompose problems into smaller parts Programming B - Repetition in games -To explain that in programming there are infinite loops and count controlled loops	Programming B – Selection in quizzes -To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program	
Programming — Create software to allow computers to solve problems (Computer Science)	Focus 2: Childrer programming ar through the Cub Code-a-pillars - follow simple o - predict and spo sequence familia - input a simple commands to co support using Cu Code-a-pillars)	a exploring ad algorithms ettos and ral algorithms of simple patterns ar tasks sequence of introl a robot (with ubettos and	Programming A - Moving a robot-To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequencesProgramming B - Programming animations-To choose a command for a given purpose -To show that a series of commands can be joined together	Programming A – Robot algorithms -To use logical reasoning to predict the outcome of a program -To explain that programming projects can have code and artwork -To create and debug a program that I have written <u>Programming B –</u> <u>Programming quizzes</u> -To explain that a sequence of commands has a	Programming A - Sequencing sounds -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description	Programming A – Solving problems in physical computing - To develop a sequence to solve a problem - Describe their decisions when creating a program - To identify and fix errors within a program (test and debug) - To create and test automated solutions - Identify the parts of an existing program that should be modified - Carry out tests to	Programming A – Selection in physical computing -To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To explain that a loop can be used to repeatedly check whether a condition has been met -To design a physical project that includes	Data and information - Spreadsheets -To explain that formulas can be used to produce calculated data -To apply formulas to data Programming A - Variables in games -To define a 'variable' as something that is changeable -To explain why a variable is used in a program -To choose how to improve a game by

	-To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program	start -To explain that a sequence of commands has an outcome -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved	Programming B - Events and actions in programs -To explain how a sprite moves in an existing project -To create a program to move a sprite in four directions -To adapt a program to a new context -To develop my program by adding features -To identify and fix bugs in a program -To design and create a maze-based challenge	identify where a program can be modified - To use sequences and loops to make a program more efficient - Identify and fix errors in a program to ensure that it works as intended (test and debug) - To improve a program in order to meet a specific need - Identify the parts of an existing program that should be modified - Carry out tests to identify where a program can be modified <u>Programming B – Repetition in games</u> -To develop the use of count-controlled loops in a different	selection -To create a program that controls a physical computing project <u>Programming B -</u> <u>Selection in quizzes</u> -To explain how selection is used in computer programs -To relate that a conditional statement connects a condition to an outcome -To explain how selection directs the flow of a program -To design a program which uses selection -To create a program which uses selection -To evaluate my program	using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project Programming B - Sensing movement -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value -To design a project that uses inputs and outputs on a controllable device -To develop a program to use
				environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition		on a controllable device

Creating media – Select and create a range of media including text, images, sounds, and videoFocus 4: Pre access and independer(Information Technology)- know that belongs to t - name thei own folder) - take a pho camera - record a s camera - scan a QR - identify so information birthday, aq - describe t and can sho explain why	eparing children to use Seesaw itly, ready for Year 1Creating media - Digital pointingwork they create them r work (put it in their otograph using the hort film using the is back cir voice over a picture code ome simple personal n (name, address, ge, location) he people I can trust are this with; I can (I can trust them-To use the shape tool and the line to -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a compute on my own to pain picture -To compare paint a picture on a computer and on paperCreating media - Digital writing-To use a compute write -To identify that th look of text can be changed on a computer -To explain why I used the tools that choices when changing text -To explain why I used the tools that chose -To compare typing on a computer to writing on paper	Creating media - Digital photograph -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changedtoCreating media - Digital musicto-To say how music ccan make us feel -To identify that there are patterns in music -To use a computer -To use a computer -To use a computer to create a musical pattern -To review and refine our computer workI	Creating media - Desktop publishing-To recognise how text and images convey information -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishingCreating media - Stop-frame animation-To explain that animation is a sequence of drawings or photographs -To relate animated movement with a sequence of images -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation-To evaluate the impact of adding other media to an animationProgramming A - Sequencing sounds -To reate a project from a task description	Computing systems and networks - The Internet -To describe how content can be added and accessed on the World Wide Web (WWW) Creating media - Audio production -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio Creating media - Photo editing -To explain that the composition of digital images can be changed -To explain that the colours can be changed in digital images -To explain that colours can be changed in digital images -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image	Creating media - Introduction to vector graphics -To identify that drawing tools can be used to produce different outcomes -To create a vector drawing by combining shapes -To use tools to achieve a desired effect -To recognise that vector drawings consist of layers -To group objects to make them easier to work with -To apply what I have learned about vector drawings <u>Creating media -</u> Video production -To explain what makes a video effective -To identify digital devices that can record video -To create a storyboard -To identify that video can be improved through reshooting and editing -To consider the impact of the choices made when making and sharing a video	Creating media - 3D Modelling -To recognise that you can work in three dimensions on a computer -To identify that digital 3D objects can be modified -To recognise that objects can be combined in a 3D model -To create a 3D model for a given purpose -To plan my own 3D model -To create my own digital 3D model <u>Creating media -</u> <u>Web page creation</u> -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people <u>Data and information</u> <u>- Spreadsheets</u> -To choose suitable ways to present data
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Computer systems – Understand what a computer is, and how its constituent parts function together as a whole (Information Technology)	 Focus 1: Introducing children to computing within the learning environment - use a touch screen to target and select options on a screen (In Continuous Provision) Focus 3: Information - identify devices I could use to access information on the internet 	<u>Computing systems</u> <u>and networks -</u> <u>Technology around us</u> -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly	Computing systems and networks - IT around us -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology Creating media - Digital photography -To make choices when taking a photograph	Computing systems and networks - Connecting computers -To explain how digital devices function -To identify input and output devices -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	Creating media - Audio production	Computing systems and networks - Systems and searching-To explain that computers can be connected together to form systems -To recognise the role of computer systems in our livesCreating media - Video production-To identify digital devices that can record videoProgramming A - Selection in physical computer -To control a simple circuit connected to a computer -To write a program that includes count-controlled loops -To explain that a loop can stop when a condition is met -To create a program that controls a physical computing	Programming B - Sensing movement -To design a physical project that includes selection -To create a program that controls a physical computing project -To create a program to run on a controllable device -To explain that selection can control the flow of a program -To update a variable with a user input -To use a conditional statement to compare a variable to a value
Design and development — Understand the activities involved in planning, creating, and evaluating computing artefacts (Information Technology)	Focus 1: Introducing children to computing within the learning environment- know the difference between photography and video (through Seesaw)Focus 4: Preparing children to access and use Seesaw independently, ready for Year 1- know that work they create belongs to them	Creating media – Digital painting -To explain why I chose the tools I used -To compare painting a picture on a computer and on paper Creating media – Digital writing	Creating media – Digital photography -To describe what makes a good photograph -To decide how photographs can be improved Creating media – Digital music -To create music for a	Creating media – Desktop publishing -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing Creating media - Stop-frame animation	Creating media - Audio production -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To evaluate the effective use of audio Creating media -	Computing systems and networks - Systems and searching -To recognise why the order of results is important, and to whom Creating media - Introduction to vector graphics	Computing systems and networks - Communication and collaboration -To evaluate different methods of online communication Creating media - 3D Modelling -To plan my own 3D model

	own folder) - take a photograph using the camera watch films back - record their voice over a picture - scan a QR code	used the tools that I chose Programming A - Moving a robot -To plan a simple program Programming B - Programming animations -To use my algorithm to create a program -To design the parts of a project	Programming A - Robot algorithms -To explain that programming projects can have code and artwork -To design an algorithm -To create and debug a program that I have written Programming B - Programming guizzes Programming B - -To create a program using a given design -To change a given design -To create a program using my own design -To decide how my project can be improved	 -To plan an animation -To identify the need to work consistently and carefully -To review and improve an animation -To evaluate the impact of adding other media to an animation Data and information -Branching databases -To explain why it is helpful for a database to be well structured -To independently create an identification tool Programming A - Sequencing sounds -To change the appearance of my project -To create a project from a task description Programming B - Events and actions in programs -To identify and fix bugs in a program -To design and create a maze-based challenge 	-To explain how cloning can be used in photo editing -To evaluate how changes can improve an image <u>Programming B - Repetition in games</u> -To develop the use of count-controlled loops in a different programming environment -To develop a design that includes two or more loops which run at the same time -To design a project that includes repetition -To create a project that includes repetition	learned about vector drawings Creating media - Video production -To explain what makes a video effective -To create a storyboard -To consider the impact of the choices made when making and sharing a video Data and information - Flat-file databases -To compare paper and computer-based databases Programming A - Selection in physical project that includes selection -To create a program that controls a physical computing project Programming B - Selection in quizzes -To design a program which uses selection -To create a program	digital 3D model Creating media – Web page creation -To review an existing website and consider its structure -To plan the features of a web page -To consider the ownership and use of images (copyright) -To recognise the need to preview pages -To outline the need for a navigation path -To recognise the implications of linking to content owned by other people Programming A – Variables in games -To choose how to improve a game by using variables -To design a project that builds on a given example -To use my design to create a project -To evaluate my project Programming B – Sensing movement -To design a project that uses inputs and outputs on a controllable device -To develop a program to use inputs and outputs on a controllable device
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Data and information — Understand how data is stored, organised, and used to represent real-world artefacts and scenarios (Information Technology)	Focus 3: Information - identify a chart - sort physical objects - collect and record information - recognise some ways in which the internet can be used to communicate - talk about how the internet can be used to find things out - identify devices I could use to access information on the internet - give simple examples of how to find information (search engine, voice activated searching)	Data and information - Grouping data -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects	Data and information - Pictograms -To recognise that we can count and compare objects using tally charts -To recognise that objects can be represented as pictures -To create a pictogram -To select objects by attribute and make comparisons -To recognise that people can be described by attributes -To explain that we can present information using a computer	Data and information - Branching databases -To create questions with yes/no answers -To identify the attributes needed to collect data about an object -To create a branching database -To explain why it is helpful for a database to be well structured -To plan the structure of a branching database -To independently create an identification tool	Creating media - Audio production-To identify that sound can be recorded-To recognise the different parts of creating a podcast projectData and information - Data logging-To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions	Creating media – Introduction to vector graphics -To identify that drawing tools can be used to produce different outcomes Data and information - Flat-file databases -To use a form to record information -To compare paper and computer-based databases -To outline how you can answer questions by grouping and then sorting data -To explain that tools can be used to select specific data -To explain that computer programs can be used to compare data visually -To use a real-world database to answer questions	Data and information <u>- Spreadsheets</u> -To create a data set in a spreadsheet -To build a data set in a spreadsheet -To explain that formulas can be used to produce calculated data -To apply formulas to data -To create a spreadsheet to plan an event -To choose suitable ways to present data
Effective use of tools – Use software tools to support computing work (Information Technology)	Focus 4: Preparing children to access and use Seesaw independently, ready for Year 1 - take a photograph using the camera - record a short film using the camera - watch films back - record their voice over a picture - scan a QR code	Digital writing Computing systems and networks – Technology around us -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly Creating media – Digital painting -To explain why I chose the tools I	Creating media - Digital music-To create music for a purpose -To review and refine our computer workCreating media - Digital photography-To make choices when taking a photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that	Creating media – Desktop publishing -To recognise that text and layout can be edited -To choose appropriate page settings -To add content to a desktop publishing publication -To consider how different layouts can suit different purposes -To consider the benefits of desktop publishing	Creating media - Audio production -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project Creating media - Photo editing	Computing systems and networks - Systems and searching -To explain how search results are ranked -To recognise why the order of results is important, and to whom Creating media - Introduction to vector graphics -To identify that drawing tools can be used to produce	Computing systems and networks - Communication and collaboration -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we

	used	photos can be	Creating media -	-To explain that the	different outcomes	communicate using
	-To compare painting	changed	Stop-frame	composition of digital	-To create a vector	technology
	a picture on a		<u>animation</u>	images can be	drawing by	-To evaluate different
	computer and on	Data and information		changed	combining shapes	methods of online
	paper	<u>– Pictograms</u>	-To explain that	-To explain that	-To use tools to	communication
	-To describe what		animation is a	colours can be	achieve a desired	
	different freehand	-To recognise that	sequence of drawings	changed in digital	effect	<u>Creating media – 3D</u>
	tools do	objects can be	or photographs	images	-To recognise that	Modelling
	-To use the shape	represented as	-To relate animated	-To explain how	vector drawings	
	tool and the line tools	pictures	movement with a	cloning can be used	consist of layers	-To recognise that
	-To make careful	-To create a	sequence of images	in photo editing	-To group objects to	you can work in three
	choices when	pictogram	-To identify the need	-To explain that	make them easier to	dimensions on a
	painting a digital	-To select objects by	to work consistently	images can be	work with	computer
	picture	attribute and make	and carefully	combined		-To identify that
	-To use a computer	comparisons	-To review and	-To combine images	<u>Creating media -</u>	digital 3D objects can
	on my own to paint a	-To recognise that	improve an	for a purpose	Video production	be modified
	picture	people can be	animation	-To evaluate how		-To recognise that
		described by	-To evaluate the	changes can improve	-To create a	objects can be
	<u>Creating media –</u>	attributes ,	impact of adding	an image	storyboard	combined in a 3D
	Digital writing	-To explain that we	other media to an	-	-To identify that	model
		can present	animation	Data and information	video can be	-To create a 3D
		information using a		<u>– Data logging</u>	improved through	model for a given
	-To use a computer to	computer	Data and information		reshooting and	purpose
	write		<u>– Branching</u>	-To use a digital	editing	-To plan my own 3D
	-To add and remove		<u>databases</u>	device to collect data	-To consider the	model
	text on a computer			automatically	impact of the choices	-To create my own
	-To identify that the		-To create a	-To explain that a	made when making	digital 3D model
	look of text can be		branching database	data logger collects	and sharing a video	
	changed on a		-To explain why it is	'data points' from		<u>Creating media –</u>
	computer		helpful for a	sensors over time	Data and information	Web page creation
	-To make careful		database to be well	-To recognise how a	<u>– Flat-file databases</u>	
	choices when		structured	computer can help us		-To recognise the
	changing text		-To plan the structure	analyse data	-To use a form to	need to preview
	-To explain why I		of a branching	-To identify the data	record information	pages
	used the tools that I		database	needed to answer	-To explain that tools	-To outline the need
	chose			questions	can be used to select	for a navigation path
	- to compare typing		Programming A -		specific data	- to recognise the
	on a computer to		Sequencing sounds		- Io explain that	implications of
	writing on paper		T		computer programs	linking to content
			- 10 explore a new		can be used to	owned by other
			programming onvironmont		compare aata	people
			environment		To use a real world	Data and information
			Drogramming B		- to use a real-world	Sproadchasta
			Events and actions in		questions	<u>- spreuusneers</u>
			programs		questions	-To explain that
			programs			formulas can be used
			-To explain how a			to produce calculated
			sprite moves in an			data
			existing project			-To apply formulas to
			-To create a proaram			data
			to move a sprite in			-To create a
			four directions			spreadsheet to plan
						an event
						-To choose suitable
						ways to present data

Impact of technology — Understand how individuals, systems, and society as a whole interact with computer systems (Information Technology)	Focus 3: Information - recognise some ways in which the internet can be used to communicate	Computing systems and networks – -To identify technology <u>Technology around us</u> <u>Programming A –</u> <u>Moving a robot</u> -To act out a given word	Computing systems and networks - IT around us -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To recognise that choices are made when using information technology	Computing systems and networks - Connecting computers -To recognise how digital devices can change the way we work Creating media - Desktop publishing -To consider the benefits of desktop publishing	Computing systems and networks - The Internet -To evaluate the consequences of unreliable content Creating media - Photo editing -To explain that colours can be changed in digital images	Computing systems and networks - Systems and searching -To recognise the role of computer systems in our lives -To describe how search engines select results	Computing systems and networks - Communication and collaboration -To evaluate different ways of working together online Creating media - Web page creation -To recognise the implications of linking to content owned by other people
Computer networks – Understand how networks can be used to retrieve and share information, and how they come with associated risks (Information Technology)			Computing systems and networks - IT around us -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology	Computing systems and networks - Connecting computers -To explain how a computer network can be used to share information -To explore how digital devices can be connected -To recognise the physical components of a network	Computing systems and networks – The Internet -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content	Computing systems and networks - Systems and searching -To experiment with search engines -To describe how search engines select results -To explain how search results are ranked -To recognise why the order of results is important, and to whom	Computing systems and networks - Communication and collaboration -To explain the importance of internet addresses -To recognise how data is transferred across the internet -To explain how sharing information online can help people to work together -To evaluate different ways of working together online -To recognise how we communicate using technology -To evaluate different methods of online communication <u>Creating media -</u> <u>Web page creation</u> -To review an existing website and consider its structure -To outline the need for a navigation path -To recognise the

							implications of linking to content owned by other people
Safety and security — Understand risks when using technology, and how to protect individuals and systems (Digital Literacy)	Focus 1: Introducing children to computing within the learning environment - recognise that they can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks them to do something that makes me feel sad, embarrassed or upset (Link to PSED) - identify rules that help keep us safe and healthy in and beyond the home when using technology Focus 4: Preparing children to access and use Seesaw independently, ready for Year 1 - describe the people I can trust and can share this with; I can explain why I can trust them	<u>Computing systems</u> <u>and networks –</u> <u>Technology around us</u> -To create rules for using technology responsibly	Computing systems and networks - IT around us -To recognise the uses and features of information technology -To explain how to use information technology safely -To recognise that choices are made when using information technology Data and information - Pictograms -To explain that we can present information using a computer	Computing systems and networks - Connecting computers -To recognise how digital devices can change the way we work -To explain how a computer network can be used to share information -To explore how digital devices can be connected	Computing systems and networks - The Internet -To describe how networks physically connect to other networks -To evaluate the consequences of unreliable content Creating media - Photo editing -To combine images for a purpose	Creating media - Video production -To capture video using a range of techniques	Creating media – Web page creation -To consider the ownership and use of images (copyright)