

Computing Curriculum Map

Early Years Foundation Stage		
Early Learning Goals	Personal, Social and Emotional Development	<p>I can confidently try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>I can explain the reasons for rules, know right from wrong and try to behave accordingly.</p>
	Expressive Arts and Design	I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multimedia	<p>I can find examples of where technology is used around the local community.</p> <p>I can record examples of technology outside of school.</p>	I can use technology purposefully to create, organise, store and manipulate and retrieve digital content.	I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	I can recall the hardware parts of a computer and understand their functions.	I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	I can identify benefits and risks of mobile devices broadcasting the location of the user/device.
Programming	<p>I can follow and create simple instructions on the computer.</p> <p>I can consider how the order of instructions affect the result.</p> <p>I can create unambiguous instructions like those required by a computer.</p>	<p>I can understand what an algorithm is.</p> <p>I can create a computer programme using simple algorithms.</p> <p>I know what debugging is and I can debug simple programmes.</p>	<p>I can design and write a programme that simulate a physical system.</p> <p>I can test and debug a range of programmes repeatedly.</p>	I can create a programme with a character that repeats actions.	<p>I can use a sketch or storyboard to represent a programme design and algorithm.</p> <p>I can create a playable and competitive game.</p>	<p>I can use flowcharts to test and debug a wider range of programmes.</p> <p>I can design programmes using my own choice of objects, attributing specific actions to each using my programming knowledge.</p>
Online	<p>I can login to my computer safely.</p> <p>I can save work and open my saved work.</p>	<p>I can refine searches using the search tool.</p> <p>I know that emails are a communication tool and</p>	I understand how the internet can be used to help us communicate effectively.	I can identify risks and benefits of installing software including apps.	I understand the advantages, disadvantages, permissions and purposes of altering an	I can identify secure sites by looking for privacy seals of approval.

	I can explore the tools of saving, printing, open and new.	I can send simple online communications in the form of email.		I understand the importance of balancing game and screen time with other parts of their lives.	image/personal information and the reasons for this.	I know the meaning of a digital footprint and I understand how and why people use their information and online presence to create a virtual image of themselves as a user.
E-Safety	I understand the importance of logging out when I have finished on a computer.	I have some knowledge and understanding about sharing more globally on the internet. I can identify the steps that can be taken to keep personal data and hardware secure.	I know what makes a safe password and how to keep passwords safe. I know where to turn for help if I see inappropriate content or have inappropriate contact from others.	I understand how I can protect myself from online identity theft.	I know how to maintain secure passwords (e.g. knowing passwords have to be changed regularly and using words/numbers that cannot be easily guessed). I am aware of inappropriate and appropriate text, photographs and videos and the impact of sharing these online.	I can identify the benefits and risks of giving personal information and device access to different software. I have a clear idea of appropriate online behaviour and how this can protect myself.
Data	I understand that data can be represented in picture format.	I understand that information put online leaves a digital footprint or trail.	I can consider if what I read on websites is true. I can check that information on websites is accurate.	I can select an appropriate website from search results and begin to consider if the content is reliable.	I can search the internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. I can search for information on a database.	I understand how information online can persist and give away details of those who share or modify it.

Moving forward together