

COMPUTING CURRICULUM MAP 2024

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	Logging on skills TTRS, Emile, Century  Search Engines	Touch Typing – BBC Dance Mat  (DigiMaps/Google Earth)	How the Internet Works	PowerPoints	Coding  Hour of Code (course C)	Microsoft Office – Word
	E-Safety will be taught across the year especially when using the internet in lessons.					
National Curriculum objectives	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	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	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	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	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	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

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					Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	
<b>Year 4</b>	CAD: TinkerCad	PowerPoint  Research	What is the internet?  Research	Coding: Hour of Code (course D)	Microsoft Word	Digital Art  Coding: Hour of Code (course D)
	E-Safety will be taught across the year especially when using the internet in lessons.					
National Curriculum objectives	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	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,	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,	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	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	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,	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,

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	evaluating and presenting data and information	evaluating and presenting data and information  Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	evaluating and presenting data and information	evaluating and presenting data and information  (revisiting coding due to short half term so all statements get covered)
<b>Year 5</b>	Research	Networks  Research	Coding	Excel	PowerPoint	Emails
	E-Safety will be taught across the year especially when using the internet in lessons.					
National Curriculum objectives	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Use search technologies effectively, appreciate how results are selected and ranked, and be	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of

	discerning in evaluating digital content	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	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	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<b>Year 6</b>	Networks	PowerPoint	Website design	Excel	Crumble	CAD: Sketch up
National Curriculum objectives	<p>Key stage 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>▪ Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> </ul>					

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|  | <ul style="list-style-type: none"><li>▪ Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li><li>▪ 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</li><li>▪ Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li><li>▪ 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</li><li>▪ Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul> |
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