



## Holly Lodge Primary School

Curriculum Map 2019-20

Subject: Computing

Lead: Charley Moreton-Ford

Computer Science						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Instructions;</li> <li>Direct a beebot</li> <li>Control a remote control toy</li> </ul>	<ul style="list-style-type: none"> <li>Know that an algorithm is a series of instructions</li> <li>Combine commands to follow a route</li> <li>Use the term 'debugging' to correct mistakes across the curriculum</li> <li>Move a programmable toy (Beebot) in different directions, by giving and following instructions</li> </ul>	<ul style="list-style-type: none"> <li>Describe and write algorithms to complete specific tasks</li> <li>Plan out and enter a sequence of commands to carry out a specific task (Beebots and Scratch Junior)</li> <li>Control motion by specifying the number of steps to travel, direction and turn</li> </ul>	<ul style="list-style-type: none"> <li>Refine a program using the repeat command (Lightbot)</li> <li>Create a procedure to perform a specific tasks e.g. drawing a shape (Scratch)</li> <li>Bee bots - Incorporate with angles and turns.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that using algorithms will also help to solve problems in other areas of learning e.g. Maths/Science/D&amp;T</li> <li>Write a program for a specific purpose, incorporating features such as inputs</li> <li>Recognise an error in a program and debug it</li> </ul>	<ul style="list-style-type: none"> <li>Design a Sports themed Scratch game.</li> <li>Plan and test my algorithms and programs, detecting and correcting errors as needed.</li> <li>Evaluate and improve programming</li> <li>Use 'If' and 'then' commands to determine an action</li> <li>Use logical reasoning to detect and debug mistakes in a program</li> </ul>	<ul style="list-style-type: none"> <li>Design and animate a spooky Scratch scene.</li> <li>Explain and program each of the steps in the Scratch animation</li> <li>Evaluate the effectiveness of the Scratch animation</li> </ul>

Digital Literacy						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Talk about how to find things out on the internet</li> <li>Identify devices used to access information on the internet and give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul>	<ul style="list-style-type: none"> <li>Find out facts by navigating websites</li> <li>Use a search engine to find suitable websites using key words.</li> <li>Know that not all information online is accurate or useful</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate how to navigate a simple webpage to get to information (e.g. home, forward, back buttons; links, tabs and sections).</li> <li>Explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri).</li> <li>Explain the difference between things that are imaginary or things that are real.</li> <li>Explain why some information online may not be true.</li> </ul>	<ul style="list-style-type: none"> <li>Save and retrieve work on the internet and school network</li> <li>Describe the World Wide Web as part of the 'Internet' that contains websites</li> <li>Use search tools to find and use appropriate images</li> <li>Type in a URL to find a website</li> <li>Consider copyright of online images</li> <li>Begin to understand that some websites are more reliable than others</li> </ul>	<ul style="list-style-type: none"> <li>Know that some websites are more reliable than others</li> <li>Identify key words to use when searching safely on the World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>Create a Powerpoint recreating a web page on different modes of transport</li> <li>Use different online communication tools for different purposes e.g. comments/emails/blogs</li> <li>Recognise and evaluate different types of information found on the World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>Use a search engine to find appropriate information and check its reliability</li> </ul>



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Information Technology						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Use a camera/ipad to capture an image</li> <li>Complete a simple programme on a computer</li> </ul>	<ul style="list-style-type: none"> <li>Capture images from a camera</li> <li>Record an audio recording</li> <li>Create images using paint tools</li> <li>Use letters, full stop, spacebar and enter key to type words and sentences</li> <li>Change the brush size for style and effect (paint)</li> <li>Collect and record data</li> <li>Create and use pictograms</li> <li>Explain what a graph shows</li> </ul>	<ul style="list-style-type: none"> <li>Use a simple database to find information</li> <li>Add titles and labels to a chart or graph to make the information more clear</li> <li>Save and retrieve files</li> <li>Insert a photograph within a document</li> <li>Begin to use touch typing skills</li> <li>Discuss the quality of my images and make decisions e.g. delete a blurred image.</li> <li>Draw shapes and fill them with colour to create a picture</li> <li>Edit and improve my work by changing, adding or removing words</li> </ul>	<ul style="list-style-type: none"> <li>Use a mixture of text, graphics and sound to share ideas and learning</li> <li>Amend text using mouse pad control, backspace and spellchecker</li> <li>Use a mixture of text, graphics and sound to share ideas and learning</li> <li>Improve touch typing skills (BBC Dancemat)</li> <li>Evaluate and improve my work</li> <li>Organise data in different ways</li> <li>Collect data and identify where it could be inaccurate</li> <li>Choose the best way to present data to others</li> </ul>	<ul style="list-style-type: none"> <li>Crop and/ rotate an image</li> <li>Adjust the colours on a photo</li> <li>Shoot frames to combine into an animation</li> <li>Confidently use touch typing skills</li> <li>Order shapes/images by sending them to the back/front</li> <li>Explain the effect my choices have on an audience</li> <li>Search a ready-made database to answer questions</li> <li>Add to a database</li> <li>Make a branching database (classification key)</li> </ul>	<ul style="list-style-type: none"> <li>Do a field study at Snaky Lane, including bird, plant and insect surveys.</li> <li>Choose an appropriate tool to collect data</li> <li>Use a spreadsheet and database to collect and record data</li> <li>Talk about mistakes in data and suggest how it could be checked</li> <li>Produce videos to advertise space travel.</li> <li>Use text, photo, sound and video editing tools to refine work</li> <li>Use BBC dance mat programme to recap typing skills so children can independently touch type</li> </ul>	<ul style="list-style-type: none"> <li>Use data handling software to create graphs and charts of the results of a local traffic survey.</li> <li>Use Stop Motion animation to retell parts of <i>The Iron Man</i> by Ted Hughes</li> <li>Create and record a radio broadcast by scripting, rehearsing, recording and evaluating.</li> <li>Create and film a shadow puppet play including scripting; rehearsing and evaluating</li> </ul>

E-Safety						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See overview of e-safety curriculum						