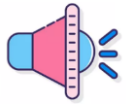
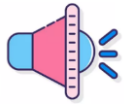
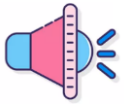



Computing Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant people	**Current: Tim Berners-Lee**		**Local: Go Cornish!**		**Classic: Ada Lovelace**	
	Digital Literacy: Internet Safety *Project evolve Year 1* Children give examples of when and how to speak to an adult when they need to. Children recognise some ways in which the internet can be used to communicate. Children describe what information they should not put online without asking a trusted adult first. Children describe how to behave online in ways that do not upset others Children identify devices they could use to access information on the internet. Children explain rules to keep us safe when we are using technology	**Digital Literacy: Operational Core Skills** *Technology Around Us DLC* I can use apps or websites to aid my learning *ncce.io/drag* *untitled.png - PaintZ* I can save (with my name) and retrieve work that I have produced (includes auto-save). I can move a cursor with the trackpad and click on an icon.	**Information Technology: Knowledge & Understanding** *Grouping Data DLC* I can identify examples of technology in the classroom. I can place items into groups (e.g. these shapes are all red). I can decide on labels for groups (e.g. these shapes all have four sides). **Safer Internet Day** **Tapestry memo linked to yearly SID theme**	**Information Technology: Multimedia & Sound** *Digital Painting DLC* I can use an app or website to make graphical marks or pictures.	**Computer Science** *Discovery education: Block level 1'On the move'* To understand that when a computer does something, it is following instructions called 'code'. To give instructions to make objects on the screen move when the program starts. To use code to make objects move when they are clicked on. To use code to write a computer program where objects in a space scene move when they are clicked on. *Barefoot Bytes* Follow instructions to create a simple repeating pattern.	**Computer Science** *Discovery education: Block level 1 'Simple inputs'* To combine start events and click events to make a simple game. To combine start events and click events in code to make a magic castle scene. To combine start events and click events to program cars and emergency vehicles in an animated traffic scene. *Barefoot Bytes* In small groups pupils individually write an algorithm for drawing different parts of a group crazy character.

	both in and beyond the home. Children identify some simple examples of personal information (e.g. name, address, birthday, age, location). Children name their work so that others know it belongs to them.					
Cross curricular links	PSHE: Me and My Relationships	Topic: History/Geography	Maths: Shape **Safer Internet Day (February 14th 2023)** PSHE	Art	DT P.E	Art P.E Maths: shape
Key Vocabulary	Trusted adult, Internet, Information, Online, Device, Safety, Private, Personal, Ownership, Rules	Technology, Computer, Mouse, Trackpad, Keyboard, Screen, Double-click, Typing, Cursor, Drag	Object, Label, Group, Search, Image, Property, Size, Data set, Value, Fewest	Digital Painting, Shape tool, Line tool, Fill tool, Brush style, Paint program, Erase, Undo, Prefer, Compare	Code, run code, execute, program, action, click event, start event, object, algorithm, pattern	

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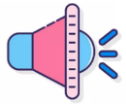
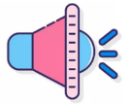
Digital Literacy – Internet Safety
https://projectevolve.co.uk/toolkit/years/year-one/

Computer Science
https://coding-app.discoveryeducation.co.uk/block/learn?locale=en-gb#on-the-move-5e5d0cff570d8d36569ddee0

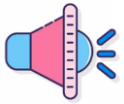



Computing Curriculum Map

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant people	**Current: Steve Jobs & Laurene Powell-Jobs**		**Local: Aerial Cornwall** **Aerial Cornwall - Aerial Photography | Filming | Prints**		**Classic: Jack Kilby and Robert Noyce**	
	Digital Literacy *Project evolve Year 2* Children describe ways in which people might make themselves look different online. Children explain some risks of communicating online with others they don't know well. Children explain how information put online about them can last for a long time. Children describe how to behave online in ways that do not upset others. Children demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward,	**Digital Literacy: Operational Core Skills** *Book Creator* I can type and edit basic text. I can use two-finger scrolling on a touchpad. I can use the shift key to create capital letters.	**Information Technology: Knowledge & Understanding** *IT Around Us DLC* I can identify the major parts of digital devices (e.g. keyboard, screen, power, batteries, touchscreen). I can identify information technology in the school, home, and beyond. **Safer Internet Day Tapestry memo linked to yearly SID theme**	**Information Technology: Multimedia & Sound** *Digital Photography DLC* I can use technology to capture (e.g. with an iPad) and manipulate (position, re-size, rotate) photos.	**Computer Science** *Discovery education: Block level 2 'Different sorts of inputs'* I can predict the behaviour of simple programs. I can create a program to achieve a specific goal (an algorithm or several algorithms that can be understood by a computer) – I understand that digital devices run programs that have been created by humans.	**Computer Science** *Discovery education: Block level 2 'Buttons and Instructions'* I can debug a simple program (find and fix a problem). *Barefoot Bytes* Pupils create an exercise routine for the class to stay healthy! Pupils decompose their routine into sections and write the algorithm for all of the steps involved.


	back buttons; links, tabs and sections). Children create rules for using technology safely Children explain why they should always ask a trusted adult before they share information about themselves online. Children recognise that content on the internet may belong to other people.					
Cross curricular links	PSHE: Me and My Relationships	Topic: History/Geography Science	**Safer Internet Day (February 6th 2024)**	Art	Science	P.E Science
Key Vocabulary	Appearance, Risky, Offline, Online behaviour, Search engine, Digital Content, Webpage, Public platforms, Private platforms, Copyright	Shift key, insert, scrolling, touchpad, resize, textbox, font, layout, edit, caption.	Information technology (IT), computer, barcode, scanner, systems, network, device,	Manipulate, position, rotate, landscape, portrait, camera, photograph, capture, framing, subject, compose, light sources, flash, focus, editing, filter, background.	Inputs, outputs, debug, key press, program, pointer release, clockwise, anti-clockwise, action, algorithm.	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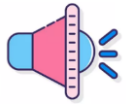
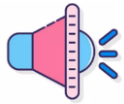
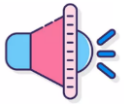



Computing Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	**Current: Ruchi Sanghvi**		**Local: Museum of Cornish Life**		**Classic: Walt Disney**	
	Digital Literacy *Project evolve Year 3* Children describe ways in which people might make themselves look different online. Children explain some risks of communicating online with others they don't know well. Children explain how information put online about them can last for a long time. Children describe how to behave online in ways that do not upset others. Children demonstrate how to navigate a simple webpage to get to information they need (e.g. home, forward, back buttons; links, tabs and sections).	**Digital Literacy: Operational Core Skills** *Book Creator* I know how to search for items on the internet. I can type confidently and independently. I can type basic punctuation correctly within on-screen writing (spaces, commas, full stops, question marks). I can perform a two-finger click or right-click to access additional options.	**Information Technology: Knowledge & Understanding** *Connecting Computers DLC* I can identify networked devices around me (e.g. networked printer, wireless laptop) I can identify inputs and outputs of common computing devices (e.g inputs: keys on a keyboard, temperature sensor, tilting a device; outputs: screen display, printer) I can use technology to organise and manipulate digital content. **Safer Internet Day Floor Book linked to yearly SID theme**	**Information Technology: Multimedia & Sound** *Animation DLC* I can design and create an animation (e.g. stop-frame animation on an iPad) I can recognise that different font styles and effects are used for particular purposes.	**Computer Science** *Discovery education: Block level 3 'Sequence and Animation'* I can identify that sprites can be controlled by commands that I choose. I can create a sequence of connected commands. *Micro:bit: Wildlife Animation Project*	**Computer Science** *Discovery education: Block level 3 'Conditional Events'.* *I can debug errors across a sequence of code.* *Micro:bit: Night Safety Project*

	Children create rules for using technology safely Children explain why they should always ask a trusted adult before they share information about themselves online. Children recognise that content on the internet may belong to other people.					
Cross curricular links	PSHE: Me and My Relationships	Topic: History/Geography Science	**Safer Internet Day (February 6th 2024)**	Topic: History/Geography Art	P.E Science DT	P.E Science
Key Vocabulary	Identity, avatar, reality, personal information, private information, cyberbullying, autocomplete, excessive, secure, 'free to use'	Right click, search engine, graphics, on-screen writing, cut, insert, download, upload, tab, minimise.	Input, output, process, digital, non-digital, network, network switch, connection, server, wireless access point, network cables, network sockets, infrastructure.	Animation, flip books, Stop-frame animation, frame, sequence, image, photograph, Setting, character, events, stop-frame onion skinning, consistency media, transition.	Wait, action, timer event, sequence, hit event, object, condition, selection, conditional statement, collide, direction, algorithm, execute.	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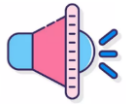
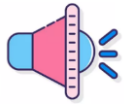
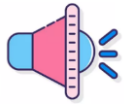



Computing Curriculum Map

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	**Current: Mark Zuckerberg**		**Local: TecGirls Organisation**		**Classic: Hedy Lamarr**	
	Digital Literacy *Project evolve Year 4* Children explain how their online identity can be different to the identity they present in 'real life'. Children explain what it means to 'know someone' online and why this might be different from knowing someone in real life. Children describe how they can find out information about someone by looking online. Children explain why they need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).	**Digital Literacy: Operational Core Skills** *Google Docs* I can type to achieve specific goals, including accurate punctuation. I can check and correct my spellings digitally. I can successfully use multiple apps or web browser tabs at the same time.	**Information Technology: Knowledge & Understanding** *The Internet DLC* I can recognise that the world wide web is part of the internet. I understand that the global interconnection of networks is the internet. **Safer Internet Day Floor Book linked to yearly SID theme**	**Information Technology: Multimedia & Sound** *Audio Editing DLC* I can plan for a podcast or music production. I can record and edit sound using digital technology as part of a podcast or music production.	**Computer Science** *Discovery education: Block level 4 'Introduction to Variables'* To write code to say when to set or change the variable. *Micro:bit: Musical Micro:bit Project*	**Computer Science** *Discovery education: Block level 4 'Repetition and Loops'* To create a program that uses loop commands to achieve a particular outcome. To recognise that some programs can be run at the same time (concurrency). *Micro:bit: Protecting Animals on Land Project*


	Children analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Children understand what criteria have to be met before something is a 'fact. Children describe ways technology can affect healthy sleep and can describe some of the issues. Children explain how internet use can be monitored. Children assess and justify when it is acceptable to use the work of others.					
Cross curricular links	PSHE: Me and My Relationships	Topic: History/Geography	**Safer Internet Day (February 6th 2024)**	Music Topic: The Amazon Rainforest	Music	Science: Animals Including Humans Geography
Key Vocabulary	Identity, Online Impersonation, Altered information, media, reputation, limitations, monitored, opinions, beliefs, facts.	Spellcheck, browser, file, Google Drive, copy, paste, format, shift key, caps lock, backspace, enter.	Global interconnection, Internet, network, router, network security, Network switch, server, wireless access point (WAP), router, World Wide Web, content, links, files, download, sharing,	Podcast, production, audio, trim, align, layer, playback, selection, import, export, MP3.	Loops, repetition, concurrency, variable, nesting, infinite, change, set	

			ownership, permission, sharing.		

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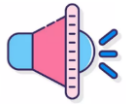
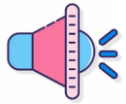
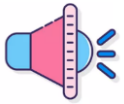


Computing Curriculum Map

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	**Current: Bill Gates**		**Local: Imerys**		**Classic: Grace Hopper**	
	Digital Literacy *Project evolve Year 5* Children explain how identity online can be copied, modified or altered. Children explain how impulsive and rash communications online may cause problems. Children describe ways that information about people online can be used by others to make judgments about an individual.) Children explain how they would report online bullying on the apps and platforms that they use. Children explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.	**Digital Literacy: Operational Core Skills** *Google Docs* I can edit and improve on-screen writing, including digital thesaurus use. *Book Creator* I can combine a variety of software (programs that run on computers) to accomplish given goals.	**Information Technology: Knowledge & Understanding** *Systems and Sharing DLC* I can explain that a search engine uses web crawlers to create an index. I can explain that a search engine follows rules to rank results. I understand that emails and other digital communications can be sent and received from various types of digital device. **Safer Internet Day Floor Book linked to yearly SID theme**	**Information Technology: Multimedia & Sound** *Video Editing DLC* I can edit video, bringing together different media elements (e.g. stills, video, captions and sound) to produce an effective final product.	**Computer Science** *Discovery education: Block level 5 ' Speed, direction and Coordinates'* To make things go faster and slower, move in the exact direction you want them to, or appear in a precise location on the screen. *Micro:bit: Litter Hunt Project*	**Computer Science** *Discovery education: Block level 5 'Random Numbers and Simulation'* To use random numbers to control certain properties in a program, to make things less predictable and more interesting. *Micro:bit: Data Handling Project*

	Children describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. Children explain how lots of free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. Children demonstrate the use of search tools to find and access online content which can be reused by others.					
Cross curricular links	PSHE: Me and My Relationships	Topic: History/Geography	PSHE **Safer Internet Day (February 6th 2024)**	Topic: History/Geography	P.E Maths	Maths Science
Key Vocabulary	Flaming, Dis-information, Mis-information, Sceptical , Reliability, Validity, Age regulated, Personal data, Access, Public Domain	Software, on-screen writing, hyperlink, narration, multimedia, embed, text alignment, image alignment, online tools, shortcuts.	System, connection, digital, input, process, output, search engine, refine, Index, crawler, bot, , ranking, links, algorithm, search engine optimisation (SEO), content creator.	Zoetrope, zoom, pan, tilt, viewing quality, split, reorder, stills, captions, succession.	x co-ordinate, y co-ordinate, object property, heading, angle, simulation, random, range,	

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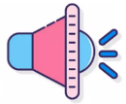
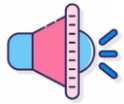


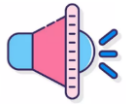
Sandy Hill Academy

Computing Curriculum Map

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Significant People	**Current: Thomas & John Knoll (brothers who invented photoshop)**		**Local: Lego League**		**Classic: Alan Turing**	
	Digital Literacy *Project evolve Year 6* Children explain how they can represent themselves in different ways online. Children demonstrate how they would support others (including those who are having difficulties) online. Children describe some simple ways that help build a positive online reputation. Children identify a range of ways to report concerns both in school and at home about online bullying. Children demonstrate strategies to enable them to analyse and evaluate the validity of 'facts. Children explain	**Digital Literacy: Operational Core Skills** *Webpage Creation DLC* I can re-order on-screen sentences for clarity, purpose and effect. I can type at speed with accurate spelling and correct use of punctuation conventions.	**Information Technology: Knowledge & Understanding** *Data and Information DLC* I can collect data and enter it into a **spreadsheet.** I can recognise that data can be calculated using different **operations.** I can apply a **formula** to **calculate** the data I need to answer questions. I understand that **computer systems** transfer information over networks in **data packets.** **Safer Internet Day Floor Book linked to yearly SID theme**	**Information Technology: Multimedia & Sound** *3D Modelling DLC* I can recognise the difference when working with **3D objects** in comparison to 2D shapes. I can produce a **3D model** and decide how it can be improved. (e.g. using Tinkercad)	**Computer Science** *Discovery education: Block level 6 'More Complex Variables'*	**Computer Science** *Discovery education: Block level 6 'Object Properties'* *Micro:bit: Getting Active Project*

	why using these strategies are important. Children assess and action different strategies to limit the impact of technology on their health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). Children describe ways in which some online content targets people to gain money or information illegally; children describe strategies to help them identify such content (e.g. scams, phishing). Children demonstrate how to make references to and acknowledge sources they have used from the internet.					
Cross curricular links	PSHE: Me and My Relationships	Topic: History/Geography	Maths **Safer Internet Day (February 6th 2024)**	DT		P.E
Key Vocabulary	Online boundaries, Online reputation, Upstander, Discriminatory, Flag, Report, Influence,	Hypertext Markup Language (HTML), media, Copyright, preview, breadcrumb trail, navigation, subpage,	Data, spreadsheet, Cell, cell reference, format, formula, input/output, operation, range, duplicate, sigma	Perspective, view, handles, resize, rotate, duplicate, placeholder, hollow, combine, construct, evaluate, modify.	Boolean expression, pixel, scale, grid, alignment, condition, discount, variable, property, unit, value.	

	Phishing, Reusable content, Reference	Hyperlink, implication, external link, embed			

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