KS1 Computing Curriculum map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Technology around us	Digital Painting	Moving a robot	Grouping Data	Digital Writing	Programming Animations
	- To identify technology - To identify a computer and its main parts - To use a mouse in different ways - To use a keyboard to type - To use the keyboard to edit text - To create rules for using technology responsibly	- To describe what different freehand tools do - To use shape toll and line tools - To make careful choices when painting a digital picture - To explain tools why I chose tools I used - To use a computer on my own to paint a picture - To compare painting a picture on a computer and on paper	- To explain what a given command will do - To act out a given word - To combine forwards and backwards commands to make a sequence - To combine four direction commands to make sequences - To plan a simple program - To find more than one solution to a problem	- 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	- To use a computer to write - To add and remove text on a computer - To identify that the look of text can be changed on a computer - To make careful choices when changing text - To explain why I use tools that I chose - To compare writing on a computer writing on paper	- To choose a command for a given purpose - To show that a series of commands can be joined together - To identify the effect of a changing 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
National Curriculum link	1.4 1.5 1.6	1.4	1.1 1.2 1.3 1.5	1.4 1.6	1.4 1.6	1.1 1.2 1.3 1.4

2	Information Technology around us	Digital Photography	Robot Algorithms	Pictograms	Making Music	An Introduction to Quizzes
	- To recognise the uses and features of information technology	- To know what devices can be used to take photographs	- To describe a series of instructions as a sequence	- To recognise that we can count and compare objects using tally charts	- To say how music can make us feel - To identify that there are patterns in music	- To explain that a sequence of commands has a start

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	- To identify information technology in the home - To identify information technology beyond school - To explain how information technology benefits us - To show how to use information technology safely - To recognise that choices are made when using information technology	- To use a digital device to take 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 images can be changed	- To explain what happens when we change the order of instructions - To use logical reasoning to predict the outcome of a program (series of commands) - To explain that programming projects can have code and artwork - To design an algorithm - To create and debug a program that I have written	- 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	- To describe how music can be used in different ways - To show how music is made from a series of notes - To create music for a purpose - To review and refine our computer work	- 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
National Curriculum link	1.4 1.5 1.6	1.4 1.5	1.1 1.2 1.3 1.4	1.4 1.6	1.4	1.1 1.2 1.3

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Statement Number	National Curriculum Statement
1.1	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
1.2	create and debug simple programs
1.3	use logical reasoning to predict the behaviour of simple programs
1.4	use technology purposefully to create, organise, store, manipulate and retrieve digital content
1.5	recognise common uses of information technology beyond school

1.6	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Teach Computing Curriculum Map

Welcome to the Teach Computing Curriculum Map. This document provides an overview of the units and lessons designed for students aged 5 to 7 (key stage 1). Additional mapping documents are available for teaching students of other ages at **teachcomputing.org/curriculum**.

Use this document to explore the curriculum, how it is structured, and most importantly, how it meets the objectives of the English national curriculum. You can also use this document to discover how the curriculum content connects to other frameworks such as Education for a Connected World and various exam specifications (where relevant).

You can also explore progression within the curriculum materials, as each objective is mapped to one or more of the ten strands within our content taxonomy. For example, if you want to understand how skills and concepts around networks are developed, you can do so by filtering your view to hide all objectives that are not related to networks.

On the next sheet, you'll find details of every unit, lesson, and learning objective, arranged in their suggested teaching order. Every column can be filtered to enable you to focus on what you want.

To filter a column, click the filter control button in the column header and select the desired data from the drop-down menu.