

St. Martin's Computing Curriculum Map

Computing at St Martin's intends to develop 'thinkers of the future' through a modern, ambitious and relevant education in computing. We want to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world. It is important to us that the children understand how to use the ever-changing technology to express themselves, as tools for learning and as a means to drive their generation forward into the future.

Whilst ensuring they understand the advantages and disadvantages associated with online experiences, we want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

Our aim is to provide a computing curriculum that is designed to balance acquiring a broad and deep knowledge, alongside opportunities to apply skills in various digital contexts. Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum.

Implementation

Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.

Evidence of children's learning will be visible on their learning files on the purple mash programme. Teachers are able to provide feedback on the children's learning (where necessary) and allow children to revisit and edit their learning.

For children with SEND, support to access the computing curriculum may vary. We expect all children to take part in all aspects of the curriculum. Support for SEND children in computing could be around pre-teaching any specific vocabulary, support with listening and attention, support with any written recording. This will be specific for the child and their needs. We expect quality first teaching to be embedded within our computing curriculum.

Impact

We want all our children to experience a high-quality computing curriculum which provides enjoyment and fosters a thirst for knowledge and achievement. A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

Each session will build on previous learning. At the start of each session, the children will recap what has been taught previously and frequent revisits of previous learning will be a key element to lessons. Low stakes quizzes will be used where appropriate.

At St Martins computing in key stage 1 and 2 is taught weekly by the class teacher in discrete computing session. The class teacher is supported with this by the computing lead. E-safety is paramount to St Martin's and this will be taught both in discrete, focused lessons and in weekly reminders.

The National Curriculum

Purpose of Study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

EYFS

Technology in the Early Years can mean:

- taking a photograph with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- exploring an old typewriter or other mechanical toys
- using a Beebot
- watching a video clip
- listening to music

Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in Key Stage 1 Computing and all that it demands.

Key Stage 1

Key stage 1 Pupils should be taught to:

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

Key Stage 2

Key stage 2 Pupils should be taught to:

- 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
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

| Predominant Area of Computing* | | |
|--------------------------------|---------------------------|--|
| | Computer Science | |
| | Information Technology | |
| | Digital Literacy | |

Whole School Overview

*Most units will include aspects of all strands.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|--------|---|---|--|--|---|---|--|
| Year 1 | <div style="background-color: yellow; padding: 2px;">Online safety Exploring purple mash</div> <div style="background-color: red; padding: 2px;">Grouping and sorting</div> | <div style="background-color: blue; padding: 2px;">Pictograms</div> <div style="background-color: red; padding: 2px;">Lego builders</div> | <div style="background-color: red; padding: 2px;">Maze explorers</div> <div style="background-color: blue; padding: 2px;">Animated story</div> | <div style="background-color: blue; padding: 2px;">Animated story</div> <div style="background-color: red; padding: 2px;">Coding</div> | <div style="background-color: red; padding: 2px;">Coding</div> <div style="background-color: blue; padding: 2px;">Spreadsheets</div> | Technology outside school | |
| Year 2 | Coding | | <div style="background-color: yellow; padding: 2px;">Online safety</div> <div style="background-color: blue; padding: 2px;">Spreadsheets</div> | <div style="background-color: blue; padding: 2px;">Questioning</div> <div style="background-color: yellow; padding: 2px;">Effective Searching</div> | <div style="background-color: yellow; padding: 2px;">Effective searching</div> <div style="background-color: blue; padding: 2px;">Creating pictures</div> | <div style="background-color: blue; padding: 2px;">Creating pictures</div> <div style="background-color: blue; padding: 2px;">Making music</div> | Presenting ideas |
| Year 3 | Coding | | <div style="background-color: yellow; padding: 2px;">Online safety</div> <div style="background-color: blue; padding: 2px;">Spreadsheets</div> | <div style="background-color: blue; padding: 2px;">Touch typing</div> <div style="background-color: yellow; padding: 2px;">Email</div> | <div style="background-color: yellow; padding: 2px;">Email</div> <div style="background-color: blue; padding: 2px;">Branching databases</div> | <div style="background-color: blue; padding: 2px;">Branching databases</div> <div style="background-color: blue; padding: 2px;">Simulations or graphing</div> | Presenting ideas |
| Year 4 | Coding | | <div style="background-color: yellow; padding: 2px;">Online safety</div> <div style="background-color: blue; padding: 2px;">Spreadsheets</div> | <div style="background-color: blue; padding: 2px;">Spreadsheets</div> <div style="background-color: blue; padding: 2px;">Writing for different audiences</div> | <div style="background-color: blue; padding: 2px;">Writing for different audiences</div> <div style="background-color: red; padding: 2px;">Logo</div> | <div style="background-color: blue; padding: 2px;">Animation</div> <div style="background-color: blue; padding: 2px;">Effective search</div> | <div style="background-color: red; padding: 2px;">Hardware investigators</div> <div style="background-color: blue; padding: 2px;">Making music</div> |

| Year 6 | Year 5 |
|----------------------|-----------------|
| Coding | Coding |
| Online safety | Online safety |
| Spreadsheets | Spreadsheets |
| Blogging | Spreadsheets |
| Text adventures | Databases |
| Text adventures | Databases |
| Networks | Game creator |
| Quizzing | Game creator |
| | Concept maps |
| Understanding binary | Word processing |

Knowledge and Skills Progression Year 1 to Year 6



Computing Progression N.C. Statements KS1 Year 1



| | Computer Science | | | Information Technology | Digital Literacy | |
|-----------|---|---|---|--|--|---|
| Statement | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | Create and debug simple programs. | Use logical reasoning to predict the behaviour of simple programs. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Recognise common uses of information technology beyond school. | 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. |
| Outcome | Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that a computer program turns an algorithm into code that the computer can understand | Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in ZCode. | When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in ZGo challenges will end up at the end of the program. | Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash ZQuiz example (sorting shapes), ZCode design mode (manipulating backgrounds) or using pictogram software such as ZCount. | Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. | Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash. |

Computing Progression N.C. Statements KS1 Year 2



| | Computer Science | | | Information Technology | Digital Literacy | |
|-----------|--|--|---|--|---|---|
| Statement | Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. | Create and debug simple programs. | Use logical reasoning to predict the behaviour of simple programs. | Use technology purposefully to create, organise, store, manipulate and retrieve digital content. | Recognise common uses of information technology beyond school. | 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. |
| Outcome | Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. | Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps. | Children can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program. | Children demonstrate an ability to organise data using, for example, a database such as ZInvestigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions within ZSequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound. | Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge, e.g. ZPublish example template. Children make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs. | Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically such as posting work to the Purple Mash display board. They develop an understanding of using email safely by using ZRespond activities on Purple Mash and know ways of reporting inappropriate behaviours and content to a trusted adult. |

Computing Progression
N.C. Statements KS2 Year 3



| | Computer Science | | | | Information Technology | | Digital Literacy |
|-----------|---|--|---|--|--|---|--|
| Statement | 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. | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | 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. | 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. | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. |
| Outcome | Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it. | Children demonstrate the ability to design and code a program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. | Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, repetition and use of timers. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. | Children can list a range of ways that the Internet can be used to provide different methods of communication. They can use some of these methods of communication, e.g. being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way. | Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. | Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond | Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact. |

Computing Progression
N.C. Statements KS2 Year 4



| | Computer Science | | | | Information Technology | | Digital Literacy |
|-----------|---|--|--|--|---|---|---|
| Statement | 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. | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | 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. | 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. | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. |
| Outcome | When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs. | Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'; e.g. 2Code. | Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'IF' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately. | Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving. | Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. | Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish. Children share digital content within their community, i.e. using Virtual Display Boards | Children can explore key concepts relating to online safety using concept mapping such as 2Connect. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact. |

Computing Progression
N.C. Statements KS2 Year 5



| | Computer Science | | | | Information Technology | | Digital Literacy |
|-----------|--|---|---|--|--|---|---|
| Statement | 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. | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | 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. | 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. | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. |
| Outcome | Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code. | Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design. | When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables | Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards. | Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. | Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution, e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email. | Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others. |

Computing Progression
N.C. Statements KS2 Year 6



| | Computer Science | | | | Information Technology | | Digital Literacy |
|-----------|---|---|--|---|---|---|---|
| Statement | 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. | Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. | 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. | 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. | Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. |
| Outcome | Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem | Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions | Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole | Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the Internet in school | Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication. | Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the Internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements. | Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's safety. |