



Michael Faraday: Computing Curriculum Map



	Key Skills	Autumn Information Technology	Spring Digital Literacy	Summer Computing Science
EYFS	<p>Nursery PSED: Remember rules without needing an adult to remind them. Physical Development: Match their developing physical skills to tasks and activities in the setting. Understanding the World: Explore how things work.</p> <p>Reception PSED • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. Physical Development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Art and Expressive Design • Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>EYFS</p> <p>Nursery and Reception plan opportunities for children to practise and demonstrate the key skills throughout the year within the context of their termly themes.</p>		
Year 1	<p>Computer Science</p> <ul style="list-style-type: none"> I can understand what algorithms are. I can create simple programs <p>Information Technology</p> <ul style="list-style-type: none"> I can use technology purposefully to create, store and retrieve digital content. <p>Digital Literacy</p> <ul style="list-style-type: none"> I can use technology safely and keep personal information private. I can recognise common uses of information technology beyond school. 	STEM: Creating media – digital painting	Twinkl Online Safety Safer internet day	Espresso Coding Unit 1A Espresso Coding Unit 1B
Year 2	<p>Computer Science</p> <ul style="list-style-type: none"> I can understand that algorithms are implemented as programs on digital devices I can understand that programs execute by following precise and unambiguous instructions I can debug simple programs I can use logical reasoning to predict the behaviour of simple programs <p>Information Technology</p> <ul style="list-style-type: none"> I can use technology purposefully to organise and manipulate digital content <p>Digital Literacy</p> <ul style="list-style-type: none"> I can use technology respectfully I can identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies 	STEM: Creating media – digital writing	Twinkl Online Safety Safer internet day	Espresso Coding Unit 2A Espresso Coding Unit 2B
Year 3	<p>Computer Science</p> <ul style="list-style-type: none"> I can write programs that accomplish specific goals I can use sequence in programs I can work with various forms of input and output <p>Information Technology</p> <ul style="list-style-type: none"> I can use search technologies effectively I can use a variety of software to accomplish given goals I can collect and present information I can design and create content <p>Digital Literacy</p> <ul style="list-style-type: none"> I can use technology responsibly I can identify a range of ways to report concerns about contact 	STEM: Creating media – making music	Twinkl Online Safety Safer internet day	Espresso Coding Unit 3A Espresso Coding Unit 3B
Year 4	<p>Computer Science</p> <ul style="list-style-type: none"> I can design and create programs that accomplish specific goals I can debug programs that accomplish specific goals I can use repetition in programs I can control or simulate physical systems I can use logical reasoning to detect and correct errors in programs I can understand how computer networks can provide multiple services, such as the world wide web I can appreciate how search results are selected <p>Information Technology</p> <ul style="list-style-type: none"> I can select a variety of software to accomplish given goals I can select, use and combine internet services I can analyse, evaluate, collect and present information <p>Digital Literacy</p> <ul style="list-style-type: none"> I can understand the opportunities computer networks offer for communication I can identify a range of ways to report concerns about content I can recognize acceptable/unacceptable behaviour 	STEM: Creating media – animation	Twinkl Online Safety Safer internet day	Espresso Coding Unit 4A Espresso Coding Unit 4B
Year 5	<p>Computer Science</p> <ul style="list-style-type: none"> I can solve problems by decomposing them into smaller parts I can use selection in programs I can work with variables I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms I can understand computer networks including the internet I can appreciate how search results are ranked <p>Information Technology</p> <ul style="list-style-type: none"> I can combine a variety of software to accomplish given goals I can select, use and combine software on a range of digital devices I can analyse and evaluate data I can design and create systems <p>Digital Literacy</p> <ul style="list-style-type: none"> I can understand the opportunities computer networks offer for collaboration I can be discerning in evaluating digital content 	STEM: Creating media – photo editing	Twinkl Online safety Safer internet day	Espresso Coding Unit 5A Espresso Coding Unit 5B
Year 6	<p>Computer Science</p> <ul style="list-style-type: none"> I can use computational abstractions I can model state of real world problems I can use a programming language to solve computational problems Understand simple Boolean logic Understand how numbers can be represented in binary I can understand the hardware components that make up computer systems I can understand how text and pictures can be represented digitally in the form of binary digits <p>Information Technology</p> <ul style="list-style-type: none"> I can undertake creative projects with challenging goals 	STEM: Creating media – video editing	Safer internet day Twinkl Online Safety	Espresso Coding Unit 6A Espresso Coding Unit 6B

	<ul style="list-style-type: none">• I can use multiple applications• I can work with applications across a range of devices• I can collect data <p>Digital Literacy</p> <ul style="list-style-type: none">• I can understand a range of ways to use technology respectfully• I can recognise inappropriate content• I know how to report concerns• I can reuse digital artefacts for a given audience• I can attend to usability of digital artefacts• I can understand a range of ways to use technology safely			
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