



Woodlands Park Primary and Nursery School

Computing Curriculum Map



Term	Early Years Not limited to terms	Year One	Year Two	Years 3 and 4 (Robins) Cycle A	Years 4 and 5 (Otters) Cycle A	Years 5 and 6 (Wolves) Cycle A
Autumn 1	<p>Show resilience and perseverance in the face of a challenge. Know and can talk about the different factors that support their overall health and wellbeing for example sensible amounts of screen time</p> <p>Develop motor skills so that they can use a range of tools competently, safely and confidently</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><u>Word Processing Skills</u> Typing, using symbols, save files, edit, use a keyboard, select and format text and font.</p>	<p><u>Programming Turtle Logo and Scratch</u> Creating an algorithm to move or rotate a turtle, use repeated command, add sound, use green flag, change backdrop and add sprites</p>	<p><u>Word Processing Skills</u> Use basic computer skills, changing case of text, aligning text, use bullets and numbering, insert and format text boxes</p>	<p><u>Word Processing Skills</u> Format images for a purpose, use formatting tools, use spellcheck, insert and format a table in word processing document, change layout. Create hyperlinks</p>	<p><u>Flowol Controlling Devices</u> Draw and interpret a flowchart with the correct symbols, control multiple outputs, use decision symbol</p>
Autumn 2		<p><u>Online Safety</u> Create, name and date digital creative work, safely search for images online, understand what personal information to keep safe, explore how to use email</p>	<p><u>Online Safety</u> To understand that information I put online leaves a digital footprint, recognise appropriate websites for children, kind and unkind behaviour online</p>	<p><u>Online Safety</u> Know what cyberbullying is and how to address it Using search technologies effectively, understanding privacy and which information to share. Understanding plagiarism. Understanding the online community</p>	<p><u>Online Safety</u> Identify spam, creating strong passwords, plagiarism and citations, applying online safety rules to real-life scenarios</p>	<p><u>Online Safety</u> Identify spam, writing citations, creating strong password, understanding how and why photographs we see online may have been edited. Apply online safety rules to real-life scenarios</p>
Spring 1		<p><u>Painting</u> Paint with different colours and brushes, create shapes and fill areas, make changes, add text, make a poster</p>	<p><u>Presentation Skills</u> Use basic computer skills, use a folder, organise ideas for a presentation, add an image, search and print</p>	<p><u>Using Turtle Logo and Scratch</u> Create and debug an algorithm</p>	<p><u>Programming Turtle Logo</u> Create and debug an algorithm, create and debug algorithm with different colours, to produce text and to draw arcs.</p>	<p><u>Radio Station</u> use software to create sounds by recording, editing and playing, combine audio effects to create an original radio jingle, create and present digital content for a radio podcast, design and record a persuasive radio advert for a product or service</p>
Spring 2		<p><u>Programming Toys</u> Create instructions using pictures, understand why is important to be precise when writing algorithm, program a Bee-Bot, debug a Bee-Bot, program a sequence</p>	<p><u>Using the Internet</u> Search the internet, stay safe, follow links safely, create content, use a camera to take safe photos to use online, use online blog safely</p>	<p><u>Internet Research and Communication</u> Use search technologies and understand word order can affect results. Save and share webpages. Communicating online</p>	<p><u>Scratch – Questions and Quizzes</u> Compare quizzes and decompose a problem into smaller parts, write and debug a programme, use sequence and selection, write and debug a program which use sequence and repetition, work with variables, design, write and debug own program by selecting appropriate visual block to create a sequence.</p>	
Summer 1		<p><u>Computer Skills</u> Use a mouse, switch on and shut down computer, launch an application, save a file and drag objects</p>	<p><u>Computer Art</u> Create computer art using a range of tools, edit shapes, change shades of colour, retrieve a file.</p>	<p><u>Drawing and Desktop Publishing</u> Order and group objects, manipulate shapes and lines, recognise effective layout, combine text and images</p>	<p><u>Animation/</u>Create short animations using one or more moving stick figures, create recorded animations.</p>	<p><u>3D Modelling : SketchUp:</u> Creating 3d drawings, add details, manipulate, create complex 3d models.</p>

Summer 2		<u>Scratch Jr Programming</u> Describe and use instructions to program a character Program a character to grow and shrink, move at different speeds and distance, repeat instructions, linked instructions	<u>Using and Applying</u> Reproduce a style of art, create a presentation, create precise instructions for a character, create a code for a pair of characters involving speech and movement.	<u>Using and Applying</u> Open ended project for children to apply skills they have developed on other units throughout the year.	<u>3D Modelling : SketchUp:</u> Creating 3d drawings, add details, manipulate, create complex 3d models.	
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