

Computing Curriculum Map

|               | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
|---------------|---|---|--|
| <b>Year 1</b> | <b>Networks</b>   | <b>Media</b>  | <b>Programming</b>   |
|               | Technology Around Us  | <b>Digital Writing</b> (NB only lessons 1-4 from this unit)<br><br><b>Digital Painting</b> (NB only lessons 1-3 from this unit) | <b>Programming A – Moving a robot (BEE BOT)</b>  |
|               | <b>Online safety:</b>   |   |  |
|               | <b>Health, wellbeing and lifestyle</b> – I can explain rules to keep myself safe when using technology, both in and beyond the home.  | <b>Privacy and Security</b> – I can explain how passwords are used to protect information, accounts and devices.                | <b>Online bullying</b> – I can describe how to behave online in ways that do not upset others and can give examples. |
| <b>Year 2</b> | <b>Networks</b>   | <b>Media</b>  | <b>Programming</b>   |
|               | Information Technology Around Us  | Digital photography   | Programming A - Robot Algorithms   |
|               | <b>Online safety:</b>   |   |  |
|               | <b>Online relationships</b> - I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online | <b>Self-image and Identity</b> - I can give examples of issues online that might make someone feel sad                          | <b>Online reputation</b> - I can describe how anyone's online information could be seen by others.                   |

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|---------------|--|--|--|
| <b>Year 3</b> | <b>Networks</b>  | <b>Media</b>   | <b>Programming</b>   |
|               | Connecting Computers   | Stop frame animation   | Programming A – Sequence in music  |
|               | <b>Online safety:</b>  |  |  |
|               | <b>Managing online information</b> - I can explain the difference between a 'belief', an 'opinion' and a 'fact.'               | <b>Health, wellbeing and lifestyle</b> - I can explain why some online activities have age restrictions.       | <b>Online Bullying</b> - I can describe appropriate ways to behave towards other people online and why this is important.  |
| <b>Year 4</b> | <b>Networks</b>  | <b>Media</b>   | <b>Programming</b>   |
|               | The internet   | Photo editing  | Programming A - Repetition in shapes   |
|               | <b>Online safety:</b>  |  |  |
|               | <b>Privacy and security</b> - I can explain that internet use is never fully private and is monitored, e.g. adult supervision. | <b>Self-image and identity</b> - I can explain how my online identity can be different to my offline identity. | <b>Online bullying</b> - I can explain why people need to think carefully about how content they post might affect others. |

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|        |   |   |  |
|--------|---|---|--|
| Year 5 | <b>Networks</b>   | <b>Media</b>  | <b>Programming</b>   |
|        | Systems and searching   | Video production  | Selection in Physical computing  |
|        | <b>Online safety:</b>   |   |  |
|        | <b>Online relationships</b> – I can explain that there are some people I communicate with online who may want to do me or my friends harm.      | <b>Self-image and identity</b> - I can demonstrate how to make responsible choices about having an online identity, depending on context. | <b>Online bullying</b> - I can explain how to block abusive users.   |
| Year 6 | <b>Networks</b>   | <b>Media</b>  | <b>Programming</b>   |
|        | Communication and collaboration   | Web page creation   | Programming A – Variables in games   |
|        | <b>Online Safety:</b>   |   |  |
|        | <b>Online relationships</b> - I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. | <b>Self-image and identity</b> - I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened.      | <b>Health, wellbeing and lifestyle</b> - I recognise and can discuss the pressures that technology can place on someone and how / when they could manage this. |