



# Curriculum

## Subject - Whole School





# Curriculum Subject Rationale

At Wilbraham Primary school we recognise the importance of Computing. We intend to offer a curriculum that allows all children to explore and realise the need for the right balance and one they can continue to build on in their next stage of education and beyond. We want to develop a lifelong passion for Computing within our children.

Intent:	Technology is heavily relied upon now more than ever and it is essential that as educators, we provide the opportunities for children to feel well-equipped and confident in such a fast-changing world and to be aware of the positive impact, but also the dangers which come with it. We want our pupils to feel secure and informed about how to use technology safely and responsibly, as well as being able to apply the correct skills and knowledge learnt from the Computing curriculum to be able to use technology to the best of their abilities. Our aim is to inspire as many teaching staff as possible to develop their own confidence in Computing and to continue to develop their teaching practices to ensure that pupils are given the most innovative lessons which sparks further curiosity and enables a passion for wanting to engage further. We understand that technology holds great power and advantages for daily life and we understand that it is our duty as educators to promote this as positively as we can for pupils to acknowledge the incredible strength that it can play to support their futures.
Implementation:	<p>The units of work fall into three broad categories: Computer Science (coding and computational thinking); Information Technology (spreadsheets; art, design and music; databases and graphing; writing and presenting); and Digital Literacy (communications and networks; internet and email).</p> <p>Our curriculum is designed to:</p> <ul style="list-style-type: none"><li>• Build on prior learning year-on-year in order to secure children's knowledge and understanding of key concepts and skills in each area.</li><li>• Allow for the repetition and overlapping of skills across units to ensure that children are secure and have had the opportunity to apply their knowledge in a variety of contexts.</li><li>• Engage in events such as Safer Internet Day to maintain a high profile for Online Safety.</li><li>• Revisit Online Safety in each unit throughout the year.</li><li>• Ensure children's skills are built upon progressively each year to deepen their understanding.</li></ul> <p>Our Computing curriculum enables our pupils to leave school with the knowledge of how to keep themselves and others safe online, digitally literate and with foundational skills to support them in the future.</p>
Impact:	<p>Pre-assessments through the means of quizzes provide teachers with a clear picture of children's knowledge. As do the vocabulary checks, so misconceptions can be addressed and lessons can be pitched accordingly to assess the need to do crash courses in subjects such as Spreadsheets or Coding.</p> <p>Assessment at the end of a unit via quizzes or a project, to assess the learnt knowledge for the subject. The way pupils share and publish their work will best show the impact of our curriculum. We also look for evidence through observing learning regularly.</p>



# Curriculum Map

## Subject - EYFS

### EYFS































Despite computing not being explicitly mentioned within the (EYFS) framework, there are many opportunities for young children to use technology to solve problems and produce creative outcomes.




	Children will:
EYFS	<ul style="list-style-type: none"><li>• Have access to a range of technology resources such as torches with switches, remote controlled cars, Bee bots, talking tins/buttons, voice recording toys, class iPads and IWB.</li><li>• Use a range of technology resources to support learning in other areas of the curriculum.</li><li>• Taught how to use the resources for different purposes e.g.- iPads to watch videos, play games, take photographs and listen to stories.</li><li>• Opportunity to explore and use age appropriate software programmes ( Purple Mash / Mini Mash).</li><li>• Fine Motor skill activities to help build up the skills required for the keyboard / mouse control.</li><li>• Areas are enriched with technology based toys for example - till, phones, remote controls etc.</li></ul>



# Curriculum Map

## Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	 <a href="#">1.1 Online safety (4)</a>  <a href="#">1.2 Grouping and Sorting (2)</a>	 <a href="#">1.3 Pictograms (3)</a>  <a href="#">1.4 Lego Builders (3)</a>	 <a href="#">1.5 Maze Explorers (4)</a>	 <a href="#">1.6 Animated Stories (5)</a>	 <a href="#">1.7 Coding (6)</a>	 <a href="#">1.8 Spreadsheets (3)</a>  <a href="#">1.9 Tech outside School (2)</a>
Y2	 <a href="#">2.1 Coding (6) *</a>	 <a href="#">2.2 Online Safety (3)</a>  <a href="#">2.3 Spreadsheets (4) *</a>	 <a href="#">2.4 Questioning (5)</a>	 <a href="#">2.5 Effective Searching (3)</a>  <a href="#">2.6 Creating Pictures (2)</a>	 <a href="#">2.6 continued Creating Pictures (3)</a>  <a href="#">2.7 Making Music (3)</a> <b>Alternative Music Labs</b>	 <a href="#">2.8 Presenting Ideas (4)</a>
Y3	 <a href="#">3.1 Coding (6) *</a>	 <a href="#">3.2 Online Safety (3)</a>  <a href="#">3.3 Spreadsheets (3)*</a>	 <a href="#">3.4 Touch Typing Unit (4)</a>  <a href="#">3.5 Email (2)</a>	 <a href="#">3.5 Email (4)</a>  <a href="#">3.6 Branching Database (2)</a>	 <a href="#">3.6 Branching Database (2)</a>  <a href="#">3.7 Simulations (3)</a>  <a href="#">3.8 Graphing (2)</a>	 <a href="#">3.9 Google Slides (6)</a>  <a href="#">3.9 Powerpoint (6)</a>

-  Digital Literacy
-  Computer Science
-  Information Technology

\* Crash course available

[Unplugged Computing](#)



# Curriculum Map

## Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<div>■</div> <a href="#">4.1 Coding (6) *</a>	<div>■</div> <a href="#">4.2 Online Safety (4)</a> <div>■</div> <a href="#">4.3 Spreadsheets (2) *</a>	<div>■</div> <a href="#">Continued 4.3 Spreadsheets (3)</a> <div>■</div> <a href="#">4.4 Writing For Different Audiences (3)</a>	<div>■</div> <a href="#">Continued 4.4 Writing For Different Audiences (2)</a> <div>■</div> <a href="#">4.5 Logo (4)</a>	<div>■</div> <a href="#">4.6 Animation (3)</a> <div>■</div> <a href="#">4.7 Effective Searching (3)</a>	<div>■</div> <a href="#">4.8 Hardware Investigators (2)</a> <div>■</div> <a href="#">4.9 Making Music (4)</a> Alt <a href="#">BBC Microbit Music function</a>
Y5	<div>■</div> <a href="#">5.1 Coding (6) *</a>	<div>■</div> <a href="#">5.2 Online Safety (3)</a> <div>■</div> <a href="#">5.3 Spreadsheets (3) *</a>	<div>■</div> <a href="#">Continued 5.3 Spreadsheets (2)</a> <div>■</div> <a href="#">5.4 Databases (4)</a>	<div>■</div> <a href="#">5.5 Game Creator (5?)</a> this may be able to be condensed as very split up <div>■</div> <a href="#">5.6 3D Modelling (6?)</a> may not need this long can combine lessons	<div>■</div> <a href="#">5.6 Continued 3D Modelling if needed</a> Alternative <a href="#">Google Sketch Up</a> from Waffle <div>■</div> <a href="#">5.7 Concept Maps (4)</a>	<div>■</div> <a href="#">5.8 Word Processing Microsoft Word (8)</a> <div>■</div> <a href="#">5.8 Word Processing Google Docs</a>
Y6	<div>■</div> <a href="#">6.1 Coding (6) *</a>	<div>■</div> <a href="#">6.2 Online Safety (3)</a> <div>■</div> <a href="#">6.3 Spreadsheets (3) *</a>	<div>■</div> <a href="#">Continue 6.3 Spreadsheets(3)</a> <div>■</div> <a href="#">6.4 Blogging (4)</a> run this alongside 6.5 once introduced they could blog at the beginning of a lesson and then start <div>■</div> <a href="#">6.5 Text Adventure (4)</a>	<div>■</div> <a href="#">Continued 6.5 Text Adventure (4)</a> <div>■</div> <a href="#">6.6 Networks (3)</a> <div>■</div> <a href="#">6.7 Quizzing (6)</a>	<div>■</div> <a href="#">6.8 Binary (6)</a>	<div>■</div> <a href="#">6.9 Spreadsheets Excel/ (8)</a> <div>■</div> <a href="#">6.9 Spreadsheets Google Docs (8)</a>

■

 Digital Literacy  

■

 Computer Science  

■

 Information Technology

\* Crash course available

[Unplugged Computing](#)



# Curriculum Map

## Subject - Endpoints KS1

By the end of KS1

To Code	To Collect		To Communicate	To Connect	
<p>Write and test simple programs.</p> <ul style="list-style-type: none"> <li>To know that an algorithm is a set of instructions and that the order is important</li> <li>To know how to identify a problem within a simple algorithm and how to fix it</li> </ul> <p>Plan write and test simple programs</p> <ul style="list-style-type: none"> <li>To use logical reasoning to predict the behaviour of simple programs.</li> <li>To know how to plan a sequence of instructions to achieve a purpose</li> </ul>	<p>Sort and group data</p> <ul style="list-style-type: none"> <li>To know what criteria is</li> <li>To know examples for a variety of criteria, e.g. eye colour, house type.</li> <li>To know how to group items using a range of criteria</li> <li>To know the difference between sorting and grouping</li> <li>To know how to sort or group items using a range of criteria</li> </ul> <p>Spreadsheets</p> <ul style="list-style-type: none"> <li>To understand what rows and columns are</li> <li>To know how to enter data into cells</li> <li>To add images to a spreadsheet</li> <li>To know how to do simple calculations in a spreadsheets</li> </ul>	<p>Organise data and use to conduct simple searches</p> <ul style="list-style-type: none"> <li>To know how to design a binary tree to sort pictures</li> <li>To know how to use a database to answer more complex search questions</li> <li>To know how to use the 'search' tool to find information in a database</li> <li>To know spreadsheets can be used to create tables and graph</li> <li>To know how to copy, cut and paste in a spreadsheet</li> <li>To know how to use tools in a spreadsheet to automatically total rows and columns</li> <li>To know how to create a table of data on spreadsheet</li> <li>To know how to use data to create a block graph</li> <li>To save, open and edit spreadsheets</li> </ul>	<p>Know how to use technology purposefully to create and store digital content.</p> <ul style="list-style-type: none"> <li>To know how to paint with different colours and brushes</li> <li>To know how to create shapes and fill areas</li> <li>To know how to add text to a page/ image</li> <li>To use simple edit tools (undo and redo)</li> </ul> <p>Know how to use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> <li>To understand that you can make music / art and present it in different ways</li> <li>To know how to retrieve a file to edit in a computer program.</li> <li>To understand the importance of feedback in order to make improvements)</li> </ul>	<p>Recognise the common uses of information technology beyond school.</p> <ul style="list-style-type: none"> <li>To identify and know how technology is used in school and beyond</li> </ul> <p>Understand how to communicate safely online.</p> <ul style="list-style-type: none"> <li>To know what information is and how to keep it safe</li> <li>To know how to be respectful (online and offline)</li> <li>To recognise and report inappropriate behaviour (online and offline)</li> </ul>	<p>Understand what a Digital Footprint is and its implications.</p> <ul style="list-style-type: none"> <li>To know that the information put or searched for online leaves a digital footprint.</li> <li>To know how to keep personal data safe online</li> <li>To know how to complete safe searches and select appropriate information.</li> <li>To identify a variety of different devices that connect to the internet</li> </ul>



# Curriculum Map

## Subject - Overview Y1

1.1 Online Safety 1.2 Grouping and Sorting	1.3 Pictograms 1.4 Lego Builders	1.5 Maze Explorers	1.6 Animated stories	1.7 Coding	1.8 Spreadsheets 1.9 Tech Outside School
<p>Safe logins</p> <p>Explore Purplemash</p> <p>My Work Area</p> <p>Purple Mash Topics</p> <p>Purple Mash Tools</p> <hr/> <p>Sorting Away From The Computer</p> <p>Sorting On The Computer</p>	<p>Data In Pictures</p> <p>Class Pictogram</p> <p>Recording Results</p> <hr/> <p>Following Instructions</p> <p>Following and Creating Simple Instructions on the Computer</p> <p>Following a Recipe</p>	<p>Challenges 1 and 2</p> <p>Challenges 3 and 4</p> <p>Challenges 5 and 6</p> <p>Setting More Challenges</p>	<p>Drawing and Creating</p> <p>Animation</p> <p>Sounds and More!</p> <p>Making a Story</p> <p>Copy and Paste</p>	<p>Instructions</p> <p>Objects and Actions</p> <p>Events</p> <p>When Code Executes</p> <p>Setting the Scene</p> <p>Using a Plan</p>	<p>Introduction to Spreadsheets</p> <p>Adding Images to a Spreadsheet and Using the Image Toolbox</p> <p>Using the 'Speak' and 'Count' Tools in 2Calculate to Count Items</p> <hr/> <p>What is Technology?</p> <p>Technology outside school</p>
<p><a href="#">Vocab</a></p> <p><a href="#">Knowledge Organiser</a></p> <p><a href="#">Learning Mats</a></p>	<p><a href="#">Knowledge and Skill Recap Questions</a></p>				



# Curriculum Map

## Subject - Overview Y2

2.1 Coding	2.2 Online Safety 2.3 Spreadsheets	2.4 Questioning	2.5 Effective Searching 2.6 Creating Pictures	2.6 Continued Creating Pictures 2.7 Making Music	2.8 Presenting Ideas
<p>Algorithms</p> <p>Collision Detection</p> <p>Using a Timer</p> <p>Different Object Types</p> <p>Buttons</p> <p>'Smelly Code' Debugging</p>	<p>Searching and Sharing</p> <p>Email Using 2Respond</p> <p>Digital Footprint</p> <hr/> <p>Reviewing prior use of spreadsheets</p> <p>Copying and Pasting Totalling tools</p> <p>Using a spreadsheet to add amounts</p> <p>Creating a table and block graph</p>	<p>Using and Creating Pictograms</p> <p>Asking Yes / No Questions</p> <p>Binary Trees</p> <p>Using 2Question - a ComputerBased Binary Tree Program</p> <p>Using 2Investigate: a NonBinary Database.</p>	<p>Understanding the Internet and Searching</p> <p>Searching the Internet</p> <p>Sharing Knowledge of the Internet and Effective Searching</p> <hr/> <p>Introduction and Impressionism</p> <p>Pointillist Art</p>	<p>Piet Mondrian</p> <p>William Morris and Pattern</p> <p>Surrealism and eCollage</p> <hr/> <p>Introducing 2Sequence</p> <p>Making Music</p> <p>Soundtracks</p>	<p>Presenting a Story Three Ways</p> <p>Presenting Ideas as a Quiz</p> <p>Making a Non-Fiction Fact File</p> <p>Making a Presentation</p>
<p><a href="#">Vocab</a></p> <p><a href="#">Knowledge Organiser</a></p> <p><a href="#">Learning Mats</a></p>	<p><a href="#">Knowledge and Skill Recap Questions</a></p>				



# Curriculum Map

## Subject - Endpoints Year 3

By the end of LKS2

To Code	To Collect			To Communicate	To Connect
<p><b>Design and write programs that accomplish specific goals.</b></p> <ul style="list-style-type: none"> <li>To know how to debug multiple problems within their own algorithm</li> <li>To know how to use a sequence and repetition in programs.</li> <li>To begin to know how to integrate multimedia components</li> </ul>	<p><b>Create a range of charts and graphs from data in a spreadsheet</b></p> <ul style="list-style-type: none"> <li>To know how to add and edit in a table layout.</li> <li>To know how spreadsheet programs can automatically create graphs from data.</li> <li>To know that different charts and graphs can represent the same data.</li> <li>To know how to navigate and name cells in specific locations</li> </ul>	<p><b>Use and debug branching databases</b></p> <ul style="list-style-type: none"> <li>To know how to sort objects using just yes and no questions.</li> <li>To know how to ask appropriate and relevant questions to sort information</li> <li>To know how to edit and adapt an existing branching database to accommodate new entries.</li> <li>To know how to create, use and debug their own branching database</li> <li>To know how to select and save images.</li> </ul>	<p><b>Present results in a range of formats and use 'sorting' to analyse results</b></p> <ul style="list-style-type: none"> <li>To know how to enter results into a graph.</li> <li>To know how to discuss and compare results.</li> <li>To know how to share a graph with others.</li> <li>To know how to use the sorting option to make analysis easier.</li> </ul>	<p><b>Know how to create content that accomplishes a given goal using a variety of software on a range of devices</b></p> <ul style="list-style-type: none"> <li>To know how to order and group objects.</li> <li>To know how to recognise an effective layout.</li> <li>To know how to combine text and images.</li> <li>To know how to lay out objects effectively</li> <li>To know how to input on a keyboard (touch typing, shortcuts)</li> <li>To know how to create a presentation</li> </ul>	<p><b>Recognise how technology can provide multiple services and be used for collaboration.</b></p> <ul style="list-style-type: none"> <li>To know how to search the internet and think critically about the results that are returned.</li> <li>To understand how search results are selected and ranked.</li> <li>To understand how websites target your digital footprint to promote advertisements.</li> <li>To learn about the meaning of age-restriction symbols and to understand why PEGI restrictions exist</li> <li>To know how to send and respond to emails safely</li> <li>To identify a variety of different devices that allow communication with others (<i>email, facetime, voice memo, phone call</i>)</li> </ul>



# Curriculum Map

## Subject - Endpoints Year 4

By the end of LKS2

To Code	To Collect	To Communicate		To Connect	
<p><b>Design and write programs that include controlling or simulating physical systems.</b></p> <ul style="list-style-type: none"> <li>To know how to debug multiple problems within their own algorithms/programs using a range of software</li> <li>To begin to know how to integrate multi media components</li> <li>To know how variables affect an outcome</li> </ul>	<p><b>Use formulae and combine tools in spreadsheets</b></p> <ul style="list-style-type: none"> <li>To know how to use place value in a spreadsheet, including currency and decimals</li> <li>To know how to add formulae to a cell to calculate results.</li> <li>To know how to use a variety of tools within a spreadsheet.</li> <li>To know how to use a series of data to create line graphs.</li> <li>To know how to interpret a line graph.</li> <li>To know how to use a spreadsheet in a real-life situation, e.g. budgeting</li> </ul>	<p><b>To know how to design and create a range of programs and content.</b></p> <ul style="list-style-type: none"> <li>Animate objects</li> <li>Build sequences of images into animations</li> <li>Tell a story through animation</li> <li>To know how to create simple musical rhythms</li> <li>To develop more complex pieces of music involving rhythm and melody</li> </ul>	<p><b>To know how to create content that accomplishes a given goal and presenting information to a specific audience.</b></p> <ul style="list-style-type: none"> <li>To know how to create and debug an algorithm to create a procedure.</li> <li>To know how to create and debug an algorithm that uses setpos to draw shapes. To know how to create and debug an algorithm with different colours.</li> <li>To know how to create and debug an algorithm to produce text.</li> </ul>	<p><b>Recognise how to be responsible digital citizens</b></p> <ul style="list-style-type: none"> <li>To create safe online profiles and explain why</li> <li>To know how to protect themselves from online threats (phishing, malware)</li> <li>To understand the term plagiarism and how to avoid it.</li> <li>To identify what is a reasonable, responsible balance between active and digital behaviour</li> <li>To develop and further their understanding of acceptable / unacceptable online behaviour and know</li> </ul>	<p><b>Recognise the component parts of hardware which allow computers to join and form a network</b></p> <ul style="list-style-type: none"> <li>To know and name component parts of a computer (desk top - mouse, touch pad, screen, microphone)</li> </ul>



# Curriculum Map

## Subject - Overview Y3

3.1 Coding	3.2 Online Safety 3.3 Spreadsheets	3.4 Touch Typing 3.5 Email	3.6 Branching Database	3.7 Simulations 3.8 Graphing	3.9 Google Slides 3.9 Powerpoint
Using Flowcharts  Using Timers  Using Repeat  Code, Test and Debug  Design and Make an  Interactive Scene	Safety in Numbers  Fact or Fiction?  Appropriate Content & Ratings <hr/> Creating Pie Charts and Bar Graphs  Using more than and Spin Button Tools  Advanced Mode and Cell Addresses	Home, Top and Bottom Row Keys  Home, Top and Bottom Row Keys (Consolidation)  Left Keys  Right Keys <hr/> Communication  Composing Emails  Using Email Safely: Part 1 and part 2  Attachments  Email Simulations	Introducing Databases  Branching Databases  Creating a branching database on the computer	What Are Simulations?  Exploring a Simulation  Analysing and Evaluating a Simulation <hr/> Introducing 2Graph  Using 2Graph to Solve an Investigation	Making a Presentation from a Blank Page  Adding Media  Adding Animation  Presenting with Timings  Create a Presentation <hr/> Making a Presentation from a Blank Page  Adding Media  Adding Shapes and Lines  Adding Animation  Create a Presentation
<a href="#">Vocab</a>  <a href="#">Knowledge Organiser</a>  Learning Mats	<a href="#">Knowledge and Skill Recap Questions</a>				



# Curriculum Map

## Subject - Overview Y4

4.1 Coding	4.2 Online Safety 4.3 Spreadsheets	4.4 Writing for Different Audiences	4.5 Logo	4.6 Animation 4.7 Effective Searching	4.8 Hardware Investigators 4.9 Making Music
Design, Code, Test and Debug  IF Statements  Co-ordinates  Repeat Until and IF/ELSE Statements  Number Variables  Making a Playable Game	Going Phishing  Beware Malware  Plagiarism  Healthy Screen-Time <hr/> Formula Wizard and Formatting Cells  Using the Timer and Spin Buttons  Line Graphs  Using a Spreadsheet for Budgeting  Exploring Place Value with a Spreadsheet	Font Styles  Using a Simulated Scenario to Produce a News Report  Writing for a Campaign	Introduction to 2Logo  Creating Letters using 2Logo  Using the 'Repeat' Command in 2Logo  Using Procedures	Animating an Object  2Animate Tools  Stop Motion Animation <hr/> Using a Search Engine  Use Search Effectively to Answer Questions  Reliable Information Sources	Hardware  Parts of a Computer <hr/> Understanding Music  Rhythm and Tempo.  Melody and Pitch  Creating Music
<a href="#">Vocab</a> <a href="#">Knowledge Organiser</a> Learning Mats	<a href="#">Knowledge and Skill Recap</a> <a href="#">Questions</a>				



# Curriculum Map

## Subject - Endpoints Year 5

By the end of UKS2

To Code	To Collect	To Communicate		To Connect
<p>Design and write programs that accomplish specific goals by decomposing them into smaller parts.</p> <ul style="list-style-type: none"> <li>To know how to simplify sequences, selection and repetition in programs</li> <li>To know how to work with variables and with various forms of inputs and outputs</li> <li>To know how to generate appropriate inputs and predicted outputs to test a program</li> <li>To understand how to create efficient algorithms</li> </ul>	<p>Create spreadsheets to solve calculations and problems</p> <ul style="list-style-type: none"> <li>To know that data can be organised in different ways.</li> <li>To know how to enter formulae to carry out calculations.</li> <li>To know that data can be presented in a range of ways.</li> <li>To know how to format tables/graphs.</li> <li>To know how to enter information and search their own database</li> <li>To know how to create a database and add records</li> <li>To know what a field is and be able to add information</li> <li>To understand that there are different ways to search a database.</li> </ul>	<p>To know how to select, use and combine a variety of software (including Internet services) on a range of digital devices.</p> <ul style="list-style-type: none"> <li>To use concept maps to plan a series of ideas</li> <li>To work collaboratively to present a range of ideas</li> <li>To design a game concept including a purpose and rules for play</li> <li>To evaluate a game and identify improvements</li> </ul>	<p>To design content by drawing and manipulating 3D shapes.</p> <ul style="list-style-type: none"> <li>To know how to use 3D modelling software</li> <li>To know how to draw 3D shapes.</li> <li>To know how to add detail to 3D drawings.</li> <li>To know how to add and manipulate 3D models.</li> <li>To know how to create a complex 3D model.</li> </ul>	<p>Recognise how to be responsible digital citizens and the impact it has on others</p> <ul style="list-style-type: none"> <li>To know how images and digital technology can be presented as false reality online</li> <li>To know how to apply online safety rules to real life scenarios</li> <li>To know how to keep personal data safe online - eg strong passwords</li> <li>To know the importance of thinking critically about online use</li> </ul>



# Curriculum Map

## Subject - Endpoints Year 6

By the end of UKS2

To Code	To Collect	To Communicate	To Connect	
<p><b>Design, write and explain more complex programs that fulfil specific purposes and apply with independence</b></p> <ul style="list-style-type: none"> <li>To know how to simplify sequences, selection and repetition in programs and conditional coding (functions)</li> <li>To know and apply knowledge of working with variables and with various forms of inputs and outputs</li> <li>To know and apply knowledge how to generate appropriate inputs and predicted outputs to test a program</li> <li>To know apply use efficient algorithms</li> </ul>	<p><b>Utilise shortcuts and formulae when creating Excel spreadsheets</b></p> <ul style="list-style-type: none"> <li>To know how spreadsheets are used in real life.</li> <li>To understand which formulae to use.</li> <li>To understand how to copy and paste formulae.</li> <li>To know how to interpret data and make conclusions.</li> <li>To know how to debug errors within a spreadsheet</li> </ul>	<p><b>To know how to select, use and combine a variety of software (including Internet services) on a range of digital devices.</b></p> <p><b>Unit 6.4 Blogging</b></p> <ul style="list-style-type: none"> <li>To plan and create a blog</li> <li>To respond to a blog</li> </ul> <p><b>Or Unit 6.7 Quizzing</b></p> <ul style="list-style-type: none"> <li>To understand different styles of questioning</li> <li>To choose an appropriate tool for a quiz</li> <li>To develop and test a quiz</li> </ul>	<p><b>Demonstrate being responsible digital citizens</b></p> <ul style="list-style-type: none"> <li>To know and identify the benefits and pitfalls of online relationships, location sharing services, social media</li> <li>To know and identify cyber bullying and strategies to be able to deal with this.</li> <li>To understand (as a Year 6 child) how and why age restrictions apply</li> </ul>	<p><b>Recognise the component parts of a network</b></p> <ul style="list-style-type: none"> <li>Know the difference between the world wide web and the internet</li> <li>To know and name network hardware and types - <i>eg servers and routers, internets and intranets, virtual private networks</i></li> </ul>



# Curriculum Map

## Subject - Overview Y5

5.1 Coding (6)	5.2 Online Safety (3) 5.3 Spreadsheets (3)	5.3 Spreadsheets (2) 5.4 Databaes (4)	5.5 Game Creator 5.6 3D Modelling (6?)	5.6 Continued 3D Modelling if needed 5.7 Concept Maps (4)	5.8/5.9 Word Processing (8)
Coding Efficiently  Simulating a Physical System  Decomposition and Abstraction  Friction and Functions  Introducing Strings  Text Variables and Concatenation	Responsibilities and Support when Online  Protecting Privacy  Citing Sources  Reliability  <hr/> Conversions of Measurements  The Count Tool  Formulae Including the Advanced Mode	Using Text Variables to Perform Calculations  Event Planning with a Spreadsheet  <hr/> Searching a Database  Creating a Class Database  Creating a Topic Database	Setting the scene  Creating the Game Environment  The Game Quest  Finishing and Sharing  Evaluation  <hr/> Introducing 2Design and Make  Moving Points  Designing for a Purpose  Printing and Making	<hr/> Introduction to Concept Mapping  Using 2Connect  2Connect Story Mode  Collaborative Concept Maps	Making a Document from a Blank Page  Inserting Images: Considering Copyright  Editing Images  Adding the Text  Finishing Touches  Sharing Files  Presenting Information Using Tables  <hr/>
<a href="#">Vocab</a> <a href="#">Knowledge Organiser</a> Learning Mats	<a href="#">Knowledge and Skill Recap Questions</a>				



# Curriculum Map

## Subject - Overview Y6

6.1 Coding (6)	6.2 Online Safety (3) 6.3 Spreadsheets (3)	Continue 6.3 Spreadsheets(3) 6.4 Blogging (4) run this along side 6.5 once introduced they could blog at the beginning of a lesson and then start 6.5	6.5 Text Adventure (4) 6.6 Networks (3) 6.7 Quizzing (6)	6.8 Binary (6)	6.9 Spreadsheets Excel/Google Sheets (8)
Designing and making a more complex program - playable game with timer and score  Using functions  Flowcharts and Control Simulations  User input  Creating txt based adventures	Online game messaging  Online Behaviour  Screen time ----- Exploring probability  Creating a computational model  Use a spreadsheet to plan pocket movie spending  Planning a school event	Identify the purpose of a blog  Plan a blog  Write a Blog  Sharing posts and commenting  ----- Planning a story adventure  Making a story-based adventure game  Introducing map-based text adventures  Coding a map based txt adventure	Planning a story adventure  Making a story-based adventure game  Introducing map-based text adventures  Coding a map based txt adventure	What is Binary?  Counting in Binary  Converting from Decimal to Binary  Games States	What is a Spreadsheet?  Basic Calculations  Modelling  Organising Data  Advanced Formulae and Big Data  Charts and Graphics  Using a Spreadsheet to Plan a Cake Sale  Using a Spreadsheet to Solve Problems
<a href="#">Vocab</a> <a href="#">Knowledge Organiser</a> Learning Mats	<a href="#">Knowledge and Skill Recap</a> <a href="#">Questions</a>				