Langley
Primary School

Computing Curriculum Map
(Project Evolve & Teach Computing)

	0-3 Preschool	3-4 EYFS1	4-5 EYFS2	Links to KS1 Curriculum
EYFS Area of Learning	Understanding the World			
	• Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.	• Investigate a simple program on a computer. • Use ICT hardware to interact with age appropriate computer software.	• Use a simple program on a device for a purpose • Recognise and select technology for a particular purpose	• Create and debug simple programs using logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Use technology safely and respectively, 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 technology
Early Learning Goal	• There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision			

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
FKS1	Basic algorithms Play based computational thinking Physical computing: Remote control clever cats Easi-Cars	Basic algorithms Play based computational thinking Physical computing: Remote control clever cats Easi-Cars	Basic algorithms Play based computational thinking Physical computing: Remote control clever cats Easi-Cars	Basic algorithms Play based computational thinking Physical computing: Remote control clever cats Easi-Cars	Basic algorithms Play based computational thinking Physical computing: Remote control clever cats Easi-Cars	Basic algorithms Play based computational thinking Physical computing: Remote control clever cats Easi-Cars
FKS2	DL Project Evolve Framework Online safety Texts Basic algorithms Play based computational thinking Easi-Cars	DL Project Evolve Framework Online safety Texts Basic algorithms Play based computational thinking Easi-Cars	DL Project Evolve Framework Online safety Texts Mouse and keyboard skills Basic algorithms Play based computational thinking Easi-Cars	DL Project Evolve Framework Online safety Texts Mouse and keyboard skills Basic algorithms Play based computational thinking Easi-Cars Beebots	DL Project Evolve Framework Online safety Texts Mouse and keyboard skills Basic algorithms Play based computational thinking Physical computing Beebots	DL Project Evolve Framework Online safety Texts NSPCC Physical computing Beebots Mouse and keyboard skills Basic algorithms Play based computational thinking
Y1	DL Project Evolve Framework CS Technology around us	DL Project Evolve Framework IT Digital Painting	DL Project Evolve Framework CS Moving a robot	DL Project Evolve Framework IT Grouping Data	IT Digital writing DL Be internet legends	CS Programming Animations DL NSPCC

Y2	DL Project Evolve Framework IT Information Technology around us	DL Project Evolve Framework IT Pictograms	DL Project Evolve Framework CS Robot Algorithms	DL Project Evolve Framework IT Digital Photography	IT Making music DL Be internet legends	CS Crumble Unit: Police Cars DL NSPCC
Y3	DL Project Evolve Framework CS Connecting computers	DL Project Evolve Framework IT Branching databases	DL Project Evolve Framework CS Crumble Unit: Lighthouse	DL Project Evolve Framework IT Stop frame animation	IT Desktop publishing DL Be internet legends	CS Events & actions DL NSPCC
Y4	DL Project Evolve Framework CS The internet	DL Project Evolve Framework IT Audio editing	DL Project Evolve Framework CS Repetition in shapes	DL Project Evolve Framework CS Crumble Unit: Lightbox	IT Data logging DL Be internet legends	IT Photo editing DL NSPCC
Y5	DL Project Evolve Framework CS Sharing information	DL Project Evolve Framework IT Video editing	DL Project Evolve Framework IT Vector drawing	DL Project Evolve Framework IT Flat file databases	DL Be internet legends CS Crumble Unit: Moving eyes	DL NSPCC CS Selection in quizzes
Y6	DL Project Evolve Framework DL Communication and collaboration	DL Project Evolve Framework CS Crumble Unit – Spinning Santa	DL Project Evolve Framework CS Variables in games	DL Project Evolve Framework CS Introducing spreadsheets	IT 3D modelling DL Be internet legends	IT Web page creation DL NSPCC

KS1 National Curriculum Objectives		
Computer Science (CS) *(How computers and computer systems work and how they are designed and programmed)*	Information Technology (IT) *(the purposeful use of existing programs to develop products and solutions)*	Digital Literacy (DT) *(the skills, knowledge and understanding needed in order to participate fully and safely in an increasingly digital world)*
A- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (CS)		
B- create and debug simple programs (CS)		
C- use logical reasoning to predict the behaviour of simple programs (CS)		
D- use technology purposefully to create, organise, store, manipulate and retrieve digital content (IT)		
E- recognise common uses of information technology beyond school (CS)		
F- 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 (DL)		

KS2 National Curriculum Objectives
A - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS)
B - use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)
C - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)
D - 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 (CS & DL)
E - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (CS & DL)
F - 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 (IT)
G - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)