

Paulton Infant School COMPUTING MAP *using Teach Computing*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<b>EYFS statutory framework, Understanding the World:</b> "foster their understanding of our culturally, socially, technologically and ecologically diverse world."					
	<u>How this is achieved in EYFS</u> <b>Autumn term:</b> <ul style="list-style-type: none"> <li>Introduction to online safety</li> <li>Learn to use technology (iPads, IWB, Coomber) gently and carefully (e.g. use away from water, one button at a time, gentle use of touch screen)</li> <li>Begin to explore age appropriate apps on iPads</li> <li>Begin to use an interactive whiteboard</li> </ul>		<u>How this is achieved in EYFS</u> <b>Spring term:</b> <ul style="list-style-type: none"> <li>Continued discussion around online safety</li> <li>Continue to use age appropriate apps on iPads and access technology within the classroom</li> <li>Begin to explore simple robots including Beebots and Ozobots</li> <li>Introduce the idea of 'programming' through giving/writing instructions and controlling simple robots</li> </ul>		<u>How this is achieved in EYFS</u> <b>Summer term:</b> <ul style="list-style-type: none"> <li>Continued discussion around online safety</li> <li>Continue to use age appropriate apps on iPads and technology within the classroom</li> <li>Know and talk about sensible amounts of 'screen time' to support health and wellbeing</li> <li>Further develop understanding of uses of technology and programming</li> </ul>	
	<b>Vocabulary:</b> Technology, iPad, tablet, Interactive White Board; safe; online; safety					
Cycle A	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and Villains	A Bug's Life	Oh We Do Like To Be Beside The Seaside
Key Element <a href="https://teachcomputing.org/curriculum/key-stage-1">https://teachcomputing.org/curriculum/key-stage-1</a>	<b>Programming A</b> 2.3 Programming Robot Algorithms <i>Creating and debugging programs and using logical reasoning to make predictions.</i>	<b>Creating Media</b> 2.2 Digital Photography <i>Capturing and changing digital photographs for different purposes.</i>	<b>Computing systems and networks</b> 1.1 Technology around us <i>Recognising technology in school and using it responsibly</i>	<b>Programming B</b> 2.6 Programming Quizzes <i>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</i>	<b>Creating Media</b> 1.5 Digital Writing <i>Using a computer to create and format text, before comparing to writing non-digittally.</i>	<b>Data and Information</b> 1.4 Grouping Data <i>Exploring object labels, then using them to sort and group objects by properties</i>
Resources/Apps/Programs	Beebots	iPad – Camera Digital Camera (where available) Pixlr app	iPad Bluetooth keyboards Word processing software Paintz.app	iPad Scratch Jr app	iPad Bluetooth keyboards Word processing software	iPad Google slides or Poweppoint
<b>National Curriculum Computing KS1 Coverage</b> Programming Wider use of technology Building Skills Internet Safety	Review what an algorithm is. Implement (increasingly complex) algorithms to program software. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support about content or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve data. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support about content or other online technologies.	Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support about content or other online technologies. Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve data.	Review what an algorithm is. Implement algorithms to program software. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve data. Use technology safely and respectfully, keeping personal information private.	Use technology purposefully to create, organise, store, manipulate and retrieve data. Use technology safely and respectfully, keeping personal information private.
Links to Education for a Connected World		<b>Self image and identity</b> To identify that some images are not real (fake)	<b>Health, well-being and lifestyle</b> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. <b>Copyright and Ownership</b> I know that the work I create belongs to me I can name my work so that others know it belongs to me		<b>Privacy and security</b> I can give reasons why I should only share information with people I chose to and can trust.	<b>Copyright and Ownership</b> I know that work I create belongs to me I can name my work so that others know it belongs to me

Cycle B 2021-22	In The Deep Dark Woods	The Great Fire of London	Dinosaur Stomp	Rumble In The Jungle	What Can I Invent?	My Place In The World
Key Element <a href="https://teachcomputing.org/curriculum/key-stage-1">https://teachcomputing.org/curriculum/key-stage-1</a>	<b>Programming A</b> 1.3 Moving a robot <i>Writing short algorithms and programs for floor robots, and predicting program outcomes</i>	<b>Creating Media</b> 1.2 Digital Painting <i>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</i>	<b>Computing systems and networks</b> 2.1 Information technology around us <i>Identifying IT and how its responsible use improves our world beyond school</i>	<b>Programming B</b> 1.6 Programming Animations <i>Designing and programming the movement of a character on screen to tell stories.</i>	<b>Creating Media</b> 2.5 Making Music <i>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition</i>	<b>Data and information</b> 2.4 Pictograms <i>Collecting data in tally charts and using attributes to organise and present data on a computer</i>
Resources/Apps/ Programs	Bee Bots Ozobots	iPads Tux app Doodle Buddy app	iPad Google slides or Powerpoint	iPads Scratch jr app	iPads Chrome Music Lab	iPads j2e pictogram tool
<b>National Curriculum Computing KS1 Coverage</b> <b>Programming</b> <b>Wider use of technology</b> <b>Building Skills</b> <b>Internet Safety</b>	Understand what algorithms are. Understand how (simple) algorithms are implemented as programs on digital devices. Know that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school.	Use technology to purposefully create, store, manipulate and retrieve digital content.	Use technology to purposefully create, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support about content. Recognise common uses of information technology beyond school.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use technology to purposefully create, store, manipulate and retrieve digital content.	Use technology to purposefully create, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support about content.
Links to Education for a Connected World			<b>Health, wellbeing and lifestyle</b> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.		<b>Copyright and Ownership</b> I know that work I create belongs to me	<b>Health, wellbeing and lifestyle</b> I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples. <b>Privacy and security</b> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them. I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school).