WHOLE SCHOOL CURRICULUM MAP –TEACH COMPUTING/ PROJECT EVOLVE 2023 - 24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Long term plan	Technology around us **Health, Well-being and Lifestyle:** **Copyright and Ownership**	Digital painting **Self-Image and Identity:** **Online Reputation:**	Moving a robot **Online Relationships:** **Online Bullying:**	Grouping data **Copyright and Ownership:** **Privacy and Security:**	Digital writing **Privacy and Security** **Online Relationships:**	Programming animations **Managing Online Information:**
Year 1 Project evolve	**Health, Well-being and Lifestyle:** I can explain rules to keep myself safe when using technology both in and beyond the home. **Copyright and Ownership** I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g., 'I designed it' or 'I filmed it').	**Self-Image and Identity:** I can recognize that there may be people online who could make someone feel sad, embarrassed or upset. If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help. **Online Reputation:** I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.	**Online Relationships:** I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g., video call apps or services). **Online Bullying:** I can describe how to behave online in ways that do not upset others and can give examples.	**Copyright and Ownership:** I can save my work under a suitable title or name so that others know it belongs to me (e.g., filename, name on content). I can understand that work created by others does not belong to me even if I save a copy.	**Privacy and Security:** I can explain how passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. **Online Relationships:** I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	**Managing Online Information:** I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching. I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.
Year 1 Teach Computing	**Computer Systems and Networks – Technology Around Us** Learners will develop their understanding of	**Digital Painting** Learners will develop their understanding of a range of tools used for digital painting.	**Programming A – Moving a Robot** Learners will be introduced to early programming concepts.	**Data and Information – Grouping Data** This unit introduces learners to data and information. Labelling,	**Creating Media – Digital Writing** Learners will develop their understanding of the various aspects of	**Programming B – Introduction to Animation** Learners will be introduced to on-

technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.	They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms.	grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. During this unit, learners will be logging on to the computers, opening their documents, and saving their documents	using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.