

Windsor Community Primary School – Computing Key KSU Map 2024-25

	Autumn 1 – Diversity is our unity	Autumn 2	Spring 1 – Passport to the World	Spring 2	Summer 1	Summer 2 STEAM
N	<a href="#">Digital Literacy - Linked to Online Safety day</a> - Speak to an adult about what I have seen. - Say if something I find on the internet makes me feel sad	<a href="#">Information technology</a> - Recognise some technology that is used at home or school. - Use technology appropriately through role-play.	<a href="#">Digital Literacy - Linked to Online Safety day</a> - Speak to an adult about what I have seen. - Say if something I find on the internet makes me feel sad.	<a href="#">Computer Science</a> - With support, programme a Lego Train to make it move for a particular purpose. - Explore and use simple repetition in music and dance	<a href="#">Information technology</a> - Recognise some technology that is used at home or school. - Use technology appropriately through role-play.	<a href="#">Computer Science</a> - With support, programme a Lego Train to make it move for a particular purpose. - Explore and use simple repetition in music and dance
R	<a href="#">Digital Literacy</a> - Know that I need to stay safe when using technology. - Know that some information should be kept private. - Know what to do if I see things that upset me online at school.	<a href="#">Information technology</a> - Select and use technology for a particular purpose	<a href="#">Digital Literacy</a> - Access and use simple activities using touch technology with increasing control. - Name some uses of IT beyond school e.g audio books, listening to music, watching films, creating paintings, send messages.	<a href="#">Computer Science</a> - I understand that goals can be achieved by following a sequence of steps and follow symbol sequence algorithms (PE Cards, jump, step etc)	<a href="#">Information technology</a> - Select and use technology for a particular purpose. - Name a keyboard and mouse and use with developing control.	<a href="#">Computer Science</a> - Programme a Bee-bot or similar, one instruction at a time and clear it at the end. - Recognise that there is a problem and say what problem is (plugged or unplugged activities).

## Windsor Community Primary School – Computing Key KSU Map 2024-25

Year 1	<a href="#">Information Technology: Computer systems and networks – Technology around us</a> - Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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.	<a href="#">Digital Literacy – Digital Writing</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully, keeping personal information private	<a href="#">Computer Science: Programming – Introduction to Animation</a> - 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	<a href="#">Digital Literacy: Creating Media – Digital Painting</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully, keeping personal information private	<a href="#">Information Technology: Data and information – Grouping Data</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully	<a href="#">Computer Science: LEGO Education – See it! Hear it! Build it!</a> - 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
--------	---	--	--	---	--	--

# Windsor Community Primary School – Computing Key KSU Map 2024-25

Year 2	<a href="#">Information Technology: Computer systems and networks – IT around us</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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 when they have concerns about content or contact on the internet or other online technologies	<a href="#">Computer Science – Programming – Introduction to quizzes</a> - 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 purposefully to create, organise, store, manipulate and retrieve digital content  <a href="#">Digital Literacy – Digital photography</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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 when they have concerns about content or contact on the internet or other online technologies	<a href="#">Digital Literacy – Creating Media – Digital Music</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.		<a href="#">Information Technology: Data and Information – Pictograms</a> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - 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	<a href="#">Computer Science – LEGO Education – Great Adventures</a> - 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
--------	--	--	--	--	---	---

# Windsor Community Primary School – Computing Key KSU Map 2024-25

Year 3	<a href="#">Information Technology – Data and Information – Branching Databases</a> - 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 - Use technology safely, respectfully and responsibly	<a href="#">Computer Science – Lego Education – Crazy Carnival</a> - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - 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  <a href="#">Digital Literacy – Animation.</a> - 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 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			<a href="#">Information Technology: Computer systems and networks – Connecting computers-</a> - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - 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 when they have concerns about content or contact on the internet or other online technologies  <a href="#">Digital Literacy – Creating Media – Desktop publishing</a> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - 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	<a href="#">Computer Science – Programming – Sequencing Music</a> - Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output - Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs - 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
--------	--	---	--	--	---	---

# Windsor Community Primary School – Computing Key KSU Map 2024-25

					collecting, analysing, evaluating, and presenting data and information	
Year 4	<a href="#">Information Technology: Computer systems and networks – the internet</a> - Know how networks connect to other networks - Understand the types of content/media that can be added, created, and shared on the World Wide Web - Evaluate the reliability of content and the consequences of unreliable content	<a href="#">Digital literacy – Photo Editing</a> - know that digital images can be manipulated and explain the purposes of image manipulation. - Use an application to change the whole of a digital image - Choose the most appropriate tool for a particular purpose  <a href="#">Computer science – LEGO Education – Science connections</a> - Know how to construct an argument based on evidence from the model that an elephant’s external and internal structures help it to survive. - Know how to debug an algorithm - Compare models to discover the best way to achieve the objective	<a href="#">Digital literacy – Audio Editing</a> - Know that sound can be recorded - Record sound using a computer - Consider the results of editing choices made		<a href="#">Information Technology – Data and Information – Data Logging</a> - Suggest questions that can be answered using a table of data - Use a digital device to collect data automatically - Use a set of logged data to find information	<a href="#">Computer science – Programming – Repetition in games</a> - identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves - Understand that in programming there are indefinite loops and count-controlled loops - Create two or more sequences that run at the same time
Year 5		<a href="#">Information Technology – Computer systems and networks – Systems and searching</a> - Know that a system is a set of interconnected parts which work together - Understand why search engines create indices, and that they are different for each search engine. - know some of the limitations of search engines	<a href="#">Digital Literacy – Video editing</a> - Know the features of video as a visual media format - Combine filming techniques for a given purpose - Decide what changes I will make when editing	<a href="#">Computer Science – Programming – selection in physical computing</a> - Know that a condition can only be true or false - Create a condition-controlled loop - Know the importance of instruction order in ‘if...then...else...’ statements	<a href="#">Digital Literacy – Vector Drawing</a> - Know that a vector drawing comprises separate objects - Know how alignment and size guides can help create a more consistent drawing - Create a vector drawing for a given purpose	<a href="#">Computer Science - Lego Education – Science we cannot see</a> - Use the model to describe how a scientific principle works - Build an accurate model for an experiment - Design write and debug programmes that accomplish specific goals.

## Windsor Community Primary School – Computing Key KSU Map 2024-25

Year 6	<u>Information Technology:</u> <u>Computer systems and networks – communication and collaboration</u> - Know that data is transferred across networks using agreed protocols (methods) - Know computers connected to the internet allow people in different places to work together. - Know what you should/shouldn't share online	<u>Computer science – LEGO Education – Quirky Creations</u> - Create a possible solution to a problem that has constraints. - Understand how to develop, test, and refine prototypes as part of a design process - Improve on others' ideas to develop a new program  <u>Digital Literacy – Web Page Creation</u> - Recognise components of a web page layout - Create a new blank web page - Insert hyperlinks between pages and to other sites  .	<u>Digital Literacy – 3D modelling</u> - Understand that 3D models can be created on a computer- Combine objects to create a 3D digital artefact- Construct a 3D model which reflects a real world object	<u>Information technology – Data and information – Spreadsheets</u> - identify questions that can be answered using spreadsheet data - Know that formulas can be used to produce calculated data - use existing cells within a formula and recognise that a cell's value automatically updates when the value in a linked cell is changed	<u>Computer Science – programming – variables in games</u> - Know a 'variable' as something that is changeable - Understand the importance of setting up a variable at the start of a program (initialisation) - Use a variable in a conditional statement to control the flow of a program  Computing also taught as part of STEAM project  A culmination of skills learnt across STEAM topics
--------	--	---	--	--	--