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	Digital Literacy - Linked to Online Safety day - Speak to an adult about what I have seen. - Say if something I find on the internet makes me feel sad	Information technology - Recognise some technology that is used at home or school. - Use technology appropriately through role-play.	Digital Literacy - Linked to Online Safety day - Speak to an adult about what I have seen. - Say if something I find on the internet makes me feel sad.	Computer Science - With support, programme a Lego Train to make it move for a particular purpose. - Explore and use simple repetition in music and dance	Information technology - Recognise some technology that is used at home or school. - Use technology appropriately through role-play.	Computer Science - With support, programme a Lego Train to make it move for a particular purpose. - Explore and use simple repetition in music and dance
R	Digital Literacy - 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.	Information technology - Select and use technology for a particular purpose	Digital Literacy - 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.	Computer Science - I understand that goals can be achieved by following a sequence of steps and follow symbol sequence algorithms (PE Cards, jump, step etc)	Information technology - Select and use technology for a particular purpose. - Name a keyboard and mouse and use with developing control.	Computer Science - 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).

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Year 1	Information Technology: Computer systems and networks – Technology around us - 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.	Digital Literacy – Digital Writing - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully, keeping personal information private	Computer Science: Programming – Introduction to Animation - 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		Information Technology: Data and information – Grouping Data - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully Digital Literacy: Creating Media – Digital Painting - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content - Use technology safely and respectfully, keeping personal information private	Computer Science: LEGO Education – See it! Hear it! Build it! - 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

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Year 2	Information Technology: Computer systems and networks – IT around us - 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	Computer Science – Programming – Introduction to quizzes - 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	Digital Literacy – Creating Media – Digital Music - Use technology purposefully to create, organise, store, manipulate, and retrieve digital content.		Information Technology: Data and Information – Pictograms - 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 Digital Literacy – Digital photography - 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	Computer Science – LEGO Education – Great Adventures - 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

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Year 3	Information Technology – Data and Information – Branching Databases - 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	Computer Science – Lego Education – Crazy Carnival - 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 Digital Literacy – Animation. - 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.			Information Technology: Computer systems and networks – Connecting computers- - 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 Digital Literacy – Creating Media – Desktop publishing - 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 collecting, analysing, evaluating, and presenting data and information	Computer Science – Programming – Sequencing Music - 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

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Year 4	Information Technology: Computer systems and networks – the internet - 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	Digital literacy – Photo Editing - 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 Computer science – LEGO Education – Science connections - 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	Digital literacy – Audio Editing - Know that sound can be recorded - Record sound using a computer - Consider the results of editing choices made		Information Technology – Data and Information – Data Logging - 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	Computer science – Programming – Repetition in games - 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		Information Technology – Computer systems and networks – Systems and searching - 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	Digital Literacy – Video editing - 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	Computer Science – Programming – selection in physical computing - 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	Digital Literacy – Vector Drawing - 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	Computer Science - Lego Education – Science we cannot see - 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.
Year 6	Information Technology: Computer systems and networks – communication and collaboration - 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	Computer science – LEGO Education – Quirky Creations - 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 Digital Literacy – Web Page Creation - Recognise components of a web page layout - Create a new blank web page - Insert hyperlinks between pagesand to other sites .	Digital Literacy – 3D modelling - 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	Information technology – Data and information – Spreadsheets - 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		Computer Science – programming – variables in games - 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

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