LANDEWEDNACK COMPUTING CURRICULUM MAP

(LONG TERM PLAN FOR YEAR A and YEAR B).

Due to the changing structure of the classes and the fact that three of our classes bridge Key Stages, our long term planning is designed to ensure every child receives complete coverage of our broad and challenging curriculum throughout their learning journey.

Puffins (R/1/2)	Choughs (3/4/5)	Razorbills (5/6)
A Google Classroom & Using Technology (Communicate & Collect) • Organise, store, manipulate and retrieve data in a range of digital formats. • Use simple databases to record information in areas across the curriculum. • Use a range of applications and devices in order to communicate ideas, work and messages. **Typing** • Recognise and find letters on a QWERTY keyboard. • Use shift key to create capital letters • Identify space bar, shift, enter, full stop.	**A** Google Classroom & Using Technology (Communicate & Collect) • Devise and construct databases using applications designed for this purpose in areas across the curriculum. • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. **Typing** • Use correct finger placement when typing on a QWERTY keyboard. • Begin to type simple sentences without looking at the keys	**A** Google Classroom & Using Technology (Communicate & Collect) • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. **Typing** • Touch type 15-20 words per minute.
B Internet Safety (Connect) • Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. • Participate in class social media accounts. • Understand online risks and the age rules for sites.	**B** Internet Safety (Connect) • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work.	**B** Internet Safety (Connect) • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
C Code (Beebots, Logo & Scratch) **UNITS:** Programming Toys; Programming with Scratch Jr; Preparing for Turtle Logo; Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs. Children can: a give commands one at a time to control direction and movement, including straight, forwards, backwards, turn; b control the nature of events: repeat, loops, single events and add and delete features; c give a set of instructions to follow and predict what will happen; d improve/change their sequence of commands by debugging; use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink. ***D&T*** • *Model designs using software.*	**C** Code (Logo & Scratch) **UNITS:** Programming Turtle Logo; Scratch: Questions & Quizzes Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Children can: a use logical thinking to solve an open-ended problem by breaking it up into smaller parts; b write a program, putting commands into a sequence to achieve a specific outcome; c give a set of instructions to follow and predict what will happen; d keep testing a program and recognise when it needs to be debugged; e use variables to create an effect, e.g. repetition, if, when, loop; use key vocabulary to demonstrate knowledge and understanding in this strand: decompose, decomposing, logical sequence, flowchart, sprite, block, command, algorithm, answer, correct, errors, program, algorithm, instructions, commands, forward (fd), left (lt), right (rt), move, turn, clear screen (cs), variable. ***D&T*** • Control and monitor models using software designed for this purpose.	**C** Code (Scratch) **UNITS:** Developing Games; Animating Stories Children design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; they solve problems by decomposing them into smaller parts. They use sequence, selection, and repetition in programs and work with variables and various forms of input and output. They use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Children can: a use external triggers and infinite loops to demonstrate control; b follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; c use conditional statements and edit variables; d decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; e keep testing a program and recognise when it needs to be debugged; use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise ***D&T*** • Write code to control and monitor models or products.

Google Classroom

- Logging in
- Creating folders and documents
- Sharing folders and documents
- Learning to join a meet
- Use Google Docs
- Use Google Sheets
- Use Google Slides
- Organising files and folders.