











## Concept Map – Computing

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Online safety</b> 	Use of devices  Tell trusted adult if worried.  Appropriate use of technology.	Why we log on and log off Passwords are secret Why we use an avatar Personal information is private Tell trusted adult if worried Sharing documents Making a leaflet Collecting data	Tell trusted adult if worried Report buttons Playing online games Why use a gamer name Searching skills Collecting data	Adverts on free sites Respect online. Emojis Report to teacher/adult Is what you read true? Pop ups Blogs and emails	Email etiquette Free downloads Viruses Which websites to trust Photo permissions Coding shapes Collaboration Spreadsheets Tree Octopus	Free downloads/software – which boxes to click Age recommendations Advertisements and popups Being kind online Photography AI (What is real?)	Google Interland – all aspects of online safety Social media Copyright Discussions as situations arise Web design AI What's Ap groups
<b>Programming</b> 	Directions inc. positional language – Beebot	Directions on screen – Beebot Positional Language Algorithm	Positional Language Sequence Algorithm What is Code?	Debugging Repetition Programming MBoTs	Coding shapes – turtle Inputs and outputs Repetition Procedures	Game design Inputs and outputs Variables Forever	Gearsbot Programming (accuracy) Ohbots link to AI Intro to Python
<b>Create digital content</b> 	Creating content – self portraits, making a book cover, creating patterns.	Creating content – pictures Recording and storing audio Making a leaflet Collecting data Animation	Creating content – multimedia stories Mind map Collecting data Intro to Word(PM)	Graphical design Emails Leaflet PM Podcasts	Collaboration – google drive survey Spreadsheets – google sheets/excel Stop motion animation	Database CAD (Sketchup) Photography skills. Presentation (Which software should you use?)	Web design CAD – 3d printing. File endings and sizes
<b>Technological purpose</b> 	Making book cover	Pictures in books Making a leaflet  Code needed in all devices  Collecting data	Collecting data How is sound stored Code needed in all devices	Emails One drive Design tools Code needed in all devices. Sharing files. Podcasts	Inputs and outputs	The World Wide Web – how it works Why do we use Databases? Who uses CAD? Which jobs use photography skills?	Web design – who is your audience? Web site is especially important to your business. Where will AI be used in the future?
<b>Effective searching</b> 	Using ICT to find information for role play – Simple City	Navigating folders within PM	Intro to Searching skills	Safe searching Key words Holiday leaflet	Be discerning – reputable websites Tree Octopus	Key words are important. Being discerning (which site is correct?) How are search results ordered?	Copyright Use of AI. AUP

### Concept Curriculum Skills - Computing

Concept	EYFS Curriculum Skills	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
<b>Online safety</b> 	<b>ELG PSED</b> - Explain the reasons for rules, know right from wrong and try to behave accordingly.	-To use technology safely and respectfully, keeping personal information private. -To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	-To use technology safely, respectfully and responsibly; to develop an understanding of acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<b>Programming</b> 	<b>ELG Communication and language</b> - Offer explanations for why things might happen.  <b>ELG PSED</b> - Work and play cooperatively and take turns with others.	-To create and debug simple programs. -To use logical reasoning to predict the behaviour of simple programs.	-To begin to write and debug programs that accomplish specific goals, including controlling or simulating physical systems. -To start to solve problems by decomposing them into smaller parts. -To use sequence, selection, and repetition in programs. -To understand the terms input and output. -To begin to detect and correct errors in algorithms and programs.	-To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. -To solve problems by decomposing them into smaller parts. -To use sequence, selection, and repetition in programs. -To work with variables and various forms of input and output. -To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
<b>Create digital content</b> 	<b>ELG Creating with materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; <b>ELG Fine motor skills</b> Begin to show accuracy and care when drawing.	-To use technology purposefully to create digital content.	-To use a variety of software (including internet services) on a range of digital devices to create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	-To 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.
<b>Technological purpose</b> 	<b>ELG Understanding the world</b> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;	-To use technology purposefully to create, organise, store, manipulate and retrieve digital content. -To recognise common uses of information technology beyond school.	-To begin to develop an understanding of computer networks including the internet; how the internet can provide multiple services, such as the world wide web; and the opportunity it has to offer for communication and collaboration.	-To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.



<p><b>Effective searching</b></p> 	<p><b>ELG Past and Present</b> Talk about the lives of the people around them and their roles in society;</p>	<p>To begin to use key words when searching the internet.</p>	<p>-To understand the importance of key words when searching, appreciate how results are selected, and to start to be discerning in evaluating digital content.</p>	<p>-To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
---	---	---	---	--