# Computing Whole School Mapping
## NC Objectives
## KS1

### Year 1

| | | | | | | |
|---|---|---|---|---|---|---|
| **Cycle 1** | Amazing Me | Flames & Fireworks | Globe Trotter | House & Homes | All Creatures Great and Small | Lighthouses |
| **Cycle 2** | Terrific Toys | Winter Wonderland | A Village in Africa | Castles and Turrets | Plants | Active Me |
| **Teach Computing Unit** | Creating Media- Digital painting | Programming A- Moving a Robot | Programming B- Introduction to animation | Computing systems and Networks- Technology Around us | Data and Information- Grouping Data | Creating Media- Digital Writing |
| **Online Safety Unit** | Privacy and Security | Managing Online Information | Self-Image and Identity | Online Bullying | Online Relationships | Online Reputation |

| | National Curriculum Objectives | Teach Commuting Learning Objectives |
|---|---|---|
| **Autumn 1** Creating Media- Digital painting | • use technology purposefully to create, organise, store, manipulate and retrieve digital content | • To describe what different freehand tools do<br>• To use the shape tool and the line tools<br>• To make careful choices when painting a digital picture<br>• To explain why I chose the tools I used<br>• To use a computer on my own to paint a picture<br>• To compare painting a picture on a computer and on paper |
| **Autumn 2** Programming A- Moving a Robot | • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions<br>• create and debug simple programs<br>• use logical reasoning to predict the behaviour of simple programs | • To explain what a given command will do<br>• To act out a given word<br>• To combine forwards and backwards commands to make a sequence<br>• To combine four direction commands to make sequences<br>• To plan a simple program<br>• To find more than one solution to a problem |
| **Spring 1** Programming B- 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<br>• create and debug simple programs<br>• use logical reasoning to predict the behaviour of simple programs<br>• use technology purposefully to create, organise, store, manipulate and retrieve digital content | • To choose a command for a given purpose<br>• To show that a series of commands can be joined together<br>• To identify the effect of changing a value<br>• To explain that each sprite has its own instructions<br>• To design the parts of a project<br>• To use my algorithm to create a program |
| **Spring 2** Computing systems and Networks- Technology Around us | • use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>• recognise common uses of information technology beyond school<br>• 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. | • To identify technology<br>• To identify a computer and its main parts<br>• To use a mouse in different ways<br>• To use a keyboard to type on a computer<br>• To use the keyboard to edit text<br>• To create rules for using technology responsibly |
| **Summer 1** Data and Information- Grouping Data | • use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>• recognise common uses of information technology beyond school<br>• 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 | • To label objects<br>• To identify that objects can be counted<br>• To describe objects in different ways<br>• To count objects with the same properties<br>• To compare groups of objects<br>• To answer questions about groups of objects |
| **Summer 2** Creating Media- Digital Writing | • use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>• recognise common uses of information technology beyond school<br>• 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 | • To use a computer to write<br>• To add and remove text on a computer<br>• To identify that the look of text can be changed on a computer<br>• To make careful choices when changing text<br>• To explain why I used the tools that I chose<br>• To compare typing on a computer to writing on paper |