



## ST EDMUND CAMPION COMPUTING CURRICULUM MAP

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>EYFS 1</b>	<p><b>Topics:</b> Using photos on Tapestry to talk about self and family Online Safety</p> <p>Objective: • Use technology to support their understanding of and ability to make sense of their own life-story and family's history. • Name and recognise uncomfortable, embarrassed, and upset emotions • Recognise, online or offline, that anyone can say 'no thank you' / 'please stop' / 'I'll tell' / 'I'll ask'</p>	<p><b>Topics:</b> Space - Rocket Science</p> <p>Objectives: • Explore how things work.</p>	<p><b>Topics:</b> Internet Safety Week Online Relationships</p> <p>Objectives: • Recognise some ways in which the internet can be used to communicate. • Give examples of how they (might) use technology with people they know. • Identify ways that they can put information on the internet</p>	<p><b>Topics:</b> Plants and minibeasts under magnifiers and visualisers Online Bullying</p> <p>Objectives: • Describe ways that some people can be unkind online • Offer examples of how this can make others feel.</p>	<p><b>Topics:</b> Google Earth and Google Maps</p> <p>Objective: • Use technology to explore different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p><b>Topics:</b> Creating video stories with small world</p> <p>Objective: • Use technology to share their knowledge and understanding of different countries in the world and talk about the differences they have experienced or seen in photos</p>
<b>EYFS 2</b>	<p><b>Topics:</b> Digital Maps</p> <p>Objectives: • Developing an awareness of a range of software</p>	<p><b>Topics:</b> Looking at changes in technology (phones/televisions)</p> <p>Objectives: • Explore how things work</p>	<p><b>Topics:</b> Internet Safety Day Life Online</p> <p>Objectives: • To recognise that a range of technology is used in places such as homes and schools</p>	<p><b>Topics:</b> Exploring with Beebots</p> <p>Objectives • Show resilience and perseverance in the face of a challenge</p>	<p><b>Topics:</b> Looking at photos – operating a camera</p> <p>Objectives: • Safely use and explore a variety of tools</p>	<p><b>Topics:</b> Digital Art - using tablets</p> <p>Objectives: • Safely use and explore a variety of tools, techniques, experimenting with colour, design, texture, form and function</p>
<b>Year 1</b>	<p><b>Computing systems and networks:</b> Improving mouse skills</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming 2:</b> Bee-Bots</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Skills showcase:</b> Rocket to the moon</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming 1:</b> Algorithms unplugged</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Creating media:</b> Digital imagery</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Data handling:</b> Introduction to data</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>
<b>Year 2</b>	<p><b>Computing systems and networks 1:</b> What is a computer?</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming 1:</b> Algorithms and debugging</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Computing systems and networks 2:</b> Word processing</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming 2:</b> Introduction to block coding</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Data handling:</b> International Space Station</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Creating media:</b> Stop motion</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>
<b>Year 3</b>	<p><b>Computing systems and networks 1:</b> Networks</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming:</b> Scratch</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Computing systems and networks 2:</b> Emailing</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Computing systems and networks 3:</b> Journey inside a Computer</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Creating media:</b> Video trailers</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Data handling:</b> Comparison cards databases</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>
<b>Year 4</b>	<p><b>Computing systems and network:</b> Collaborative learning</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming 1:</b> Further coding with Scratch</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Creating media:</b> Website design</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Skills showcase:</b> HTML</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Programming 2:</b> Computational Thinking</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>	<p><b>Data handling:</b> Investigating weather</p> <p style="text-align: center;"><a href="#">Knowledge Organiser</a></p>

<b>Year 5</b>	<b>Computing systems and networks:</b> Search engines  <a href="#">Knowledge Organiser</a>	<b>Programming 2:</b> Micro:bit  <a href="#">Knowledge Organiser</a>	<b>Programming 1:</b> Music  <a href="#">Knowledge Organiser</a>	<b>Data Handling:</b> Mars Rover 1  <a href="#">Knowledge Organiser</a>	<b>Creating media:</b> Stop motion animation  <a href="#">Knowledge Organiser</a>	<b>Skills showcase:</b> Mars Rover 2  <a href="#">Knowledge Organiser</a>
<b>Year 6</b>	<b>Programming:</b> Intro to Python  <a href="#">Knowledge Organiser</a>		<b>Data handling:</b> Big Data 1  <a href="#">Knowledge Organiser</a>	<b>Computing systems and networks:</b> Bletchley Park and the history of computers  <a href="#">Knowledge Organiser</a>	<b>Computing systems and networks:</b> Exploring AI  <a href="#">Knowledge Organiser</a>	<b>Data handling:</b> Big Data 2  <a href="#">Knowledge Organiser</a>

**STAY SAFE – WORK HARD – BE KIND**