A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for computing aims to ensure that all pupils:

Langshott Subject Leader Curriculum Map

- 🧶 can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ۲
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ۲

create and debug simple programs

2022-2023

- ۲ use logical reasoning to predict the behaviour of simple programs
- ۲ use technology purposefully to create, organise, store, manipulate and retrieve digital content
- ۲ recognise common uses of information technology beyond school
- ۲ 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 technology

۲	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

۲ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

۲ 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

۲ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

- ۲ 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 colle information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	R	1	2	3	4	
Coding and programming	Design, write and debug program Use sequence, selection, and rep Use logical reasoning to explain	ns that accomplish specific goals. Detition in programs; work with varia how some simple algorithms work an	bles and various forms of input and onder to detect and correct errors in alg	output. orithms and programs.		
		<u>On the move</u>	<u>Different sorts of inputs</u>	Sequence and animation	Introduction to variables	Speed dire
Outcome		Use clear instructions to create programs	use the keyboard to control objects on screen	Create simple animations and simulations	Create simple programs using variables	Use numbe
<u>Debug</u>		To use code to write a computer program where objects in a space scene move when they are clicked on.	To write code that makes an object move around the screen when keys are pressed. To write code that makes an	To write code that uses a timer to create a sequence of traffic lights turning on and off.		To write con statements rotate, and conditional

Key stage 1

Key stage 2

ologies.	
ecting, analysing, evaluatir	ng and presenting data and
5	6
ection and coordinates	More complex variable
ers to represent actions	Manipulate inputs to create useful outputs
de including if	To write code that prompts the
combine this with	variable and use this to create an
events to make a game.	interactive block chart.

To write the code for a shopping

		object change direction when different keys on the keyboard are pressed.				till using variables to store and calculate values.
	To combine start events and click events to make a simple game.To give instructions to make objects on the screen move when the program starts.To combine start events and click events in code to make a magic castle.	To write code where different inputs can be used to make objects move and disappear. To write code that makes an object change direction when the pointer is pressed and released.	To write a computer program where different pieces of code execute in a particular sequence. To create a program that uses sequences for two different objects moving on the screen. To write code that uses a timer to create a sequence of events	To use variables to keep track of the score in a game that uses conditional events. To use a variable to keep track of the score in a game where the score increases, decreases or resets when different conditions are met. To use a variable to keep track of the score in a game that uses conditional events. To learn how to use multiple different variables and to set the value of a variable.	To use object properties (speed, heading and angle) to create a driving simulation. To create a sailing game where a boat's position on the screen is controlled by making changes to its co-ordinates. To set friction to affect the speed and movement of a car in a driving simulation.	To create a stopwatch with stop, start, and reset buttons, and both digital and analogue displays.
		To make objects perform different actions when keys are pressed on the keyboard.		lo understand how a variable can be used to keep track of the score in a game.	in code to control the speed of an object.	to use my knowledge of variables to make a balloon pop game that gets harder as users score more points.
Coding and	Simple inputs	Buttons and instructions	Conditional events	Repetition and loops	Random numbers and simulations	Object properties
programming				<u>_</u>		<u> </u>
programming Outcome	Combine input events to create apps and programs	Write codes to instruct objects	Code with 'if statements' which select different pieces of code to execute depending on what happens to other objects	When coding, use repetition and loops	Create inputs to generate random numbers	Use property values and parameters to store information about objects
Debug	Combine input events to create apps and programs Image: Combine input events to create apps and programs Image: Combine input events to create apps and programs Image: Combine input events to create apps and programs Image: Combine input events to create apps and programs Image: Combine input events to create apps and programs Image: Combine input events to create apps and programs Image: Combine input events to program cars and emergency vehicles in an animated traffic scene.	Write codes to instruct objects Image: Construct object Image: Construct object </th <th>Code with 'if statements' which select different pieces of code to execute depending on what happens to other objects</th> <th>When coding, use repetition and loops When coding, use repetition and loops To write the code to program a rocket to orbit round the spinning Moon, using the concepts of loops, regular or infinite repetition, and 'if statement' blocks. To write code that uses nested loops to create a car-driving program.</th> <th>Create inputs to generate random numbers</th> <th>Use property values and parameters to store information about objects</th>	Code with 'if statements' which select different pieces of code to execute depending on what happens to other objects	When coding, use repetition and loops When coding, use repetition and loops To write the code to program a rocket to orbit round the spinning Moon, using the concepts of loops, regular or infinite repetition, and 'if statement' blocks. To write code that uses nested loops to create a car-driving program.	Create inputs to generate random numbers	Use property values and parameters to store information about objects

	To understand that when a	To write the code for a simple game where buttons are used to move an object around	To program a simple game where	statements. (AL) To use loops, a variable and if statements to create an animated scene of hot air balloons performing a repeating pattern in the sky.	within the program for a car racing game.	parameters). To create a game where players stop objects moving by changing their properties. To make a football game that passes the speed and heading of the pointer's movement to a ball on the screen. To learn how to pass properties
	computer does something it is following instructions called 'code'.		conditional events are used to check whether objects have collided.		combination with variables and conditional hit events to create a realistic pinball game.	from one object to a second in order to make the second object move relative to the first.
	Vocabulary Code, instructions, screen, direction, left/right/up/down, run, action, object, click/clicked, scene, program, instructions, algorithm, click, code icon, start, block, icon, start event, click event	<u>Vocabulary</u> Key pressed, event, object, action, program, characters, control, action, algorithm, run, execute, direction, code, event box, key press, button, click, fix, bug, debugging, instructions, icon, design, start, app, save, share, code	<u>Vocabulary</u> Algorithm, instructions, commands, forward (fd), left (lt), move, turn, clear screen (cs), variable, repeat, sprite, block, green flag, change colour, key press, code	<u>Vocabulary</u> Sprite, block, command, background, backdrop, algorithm, move, turn, green flag, key press, pen, repeat, code	<u>Vocabulary</u> Animate, animation, project, remix, repeat, iteration, debug, broadcast, receive, sequence, show, hide, visible, invisible, deconstruct, transition, audio, record, interactive, user	<u>Vocabulary</u> Algorithm, sprite, backdrop, background, script, block, events, sequence, gradient, fill, levels, repeat, commentary, consequence, action, penalty, debug, costume, code
Learn how to use technology saf	ely and respectfully, keeping person	al information private; identify where	e to go for help and support when th	ney have concerns about content or co	ntact on the internet or other online te	echnologies.
<u>Dangers online and unkind</u> <u>behaviour.</u>	Internet safety rules.	<u>Communication online safely/</u> permission	<u>Behaviour online knowing</u> <u>someone</u>	Being respectful about content posted	<u>Online communities / validity</u> <u>online</u>	Online reputation
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Create an electronic device to communicate with others (junk modelling)	Create a poster with online safety rules.	Create a kahoot quiz – what and who to report to.	Write a child friendly online policy.	Create an online profile for a character or avatar.	Create a fake news story linked to topic.	Create some positive online social media posts to be shared on MME
Create an electronic device to communicate with others (junk modelling)	Create a poster with online safety rules.	Create a kahoot quiz – what and who to report to.	Write a child friendly online policy. Online Safety Online Control of the second se	Create an online profile for a character or avatar.	Create a fake news story linked to topic.	Create some positive online social media posts to be shared on MME
	Learn how to use technology safe Dangers online and unkind behaviour.	To understand that when a computer does something it is following instructions called 'code'. Vocabulary Code, instructions, screen, direction, left/right/up/down, run, action, object, click/clicked, scene, program, instructions, algorithm, click, code icon, start, block, icon, start event, click event Learn how to use technology safely and respectfully, keeping personary Dangers online and unkind behaviour. Internet safety rules.	To understand that when a computer does something it is following instructions called 'code'. Yocabulary Vocabulary Vocabulary Code, instructions, screen, direction, left/right/up/down, run, action, object, click/clicked, scene, program, instructions, algorithm, run, execute, direction, code, event box, key press, button, click, fix, block, icon, start event, click event Learn how to use technology saFely and respectfully, keeping personal information private; identify where the and unkind behaviour. Internet safety rules.	move an object around move an object around To understand that when a computer does something it is following instructions called 'code'. To program a simple game where conditional events are used to check whether objects have collided. Vocabulary Vocabulary Code, instructions, screen, direction, left/right/up/down, run, action, object, click/clicked, scene, program, instructions, algorithm, cuto, sceute, direction, object, click/clicked, scene, program, instructions, algorithm, click, code icon, start, block, icon, start event, click event Vocabulary Learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when the to bank to use technology safely and respectfully, keeping personal information online safely/ permission Behaviour online knowing someone	Image: mode and bject around To use loops, a variable and if statements to create an animated scene of hot air balloons performing a repeating pattern in the sky. To understand that when a computer does something it is following instructions called 'code'. To program a simple game where conditional events are used to check whether objects have collided. Vocabulary Vocabulary Code, instructions, screen, direction, object, click/clicked, sceen, ergorgm, instructions, screen, algorithm, click, code icon, start, block, con, start event, click event Vocabulary Mage: direction, left/right/up/down, run, action, object, click/clicked, sceen, program, instructions, algorithm, run, execute, direction, code, event, block, sevent, start, app, save, share, code Vocabulary Learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or comparison of the safety rules. Communication online safety/ persons/ someone Behaviour online knowing someone Being respectful about content	Image: Instruction in the set of th

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make others feel.Explain why ayone who experiences bullying is not to blameGive examples of how bullying behaviour could appear online and how someone can get support.bullied through a range of media (e.g. Image, video, text, chat)Describe how what one person perceives as playful joking and teasing (including 'banter') might describe how what one person perceives as playful joking and teasing (including 'banter') might describe how nay one can get help if they are being bullied online and identify when to tell a trusted adult.Explain how anyone would report online bullying in different contexts.Explain how anyone would report online bullying in different contexts.Image: Describe how what one person perceives as playful joking and teasing (including 'banter') might describe how others feel about them (their reputation).Explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult.Explain how anyone can get help if they are being bullied online and identify a range of ways to report concerns and access support both in school and at home about online bullying		Offer examples of how this can				Describe ways people can be	those differences.	others who can help me.
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Explain how to block abusive users							Fxplain how to block abusive users	
Describe the helpline services							Describe the helpline services	
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bullving, and how to access them							bullying, and how to access them	
(e.g. Childline or the mix).							(e.g. Childline or the mix).	

Managing online information	Talk about how to use the internet as a way of finding information online. Identify devices I could use to access information on the internet.	Give simple examples of how to find information using digital technologies, e.g. Search engines, voice activated searching). Understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. Know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.	Use simple keywords in search engines. Demonstrate how to navigate a simple webpage to get to information I need (e.g. Home, forward, back buttons; links, tabs and sections). Explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, google now, siri). Explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' Explain why some information i find online may not be real or true	Demonstrate how to use key phrases in search engines to gather accurate information onlineExplain what autocomplete is and how to choose the best suggestionExplain how the internet can be used to sell and buy things.Explain the difference between a 'belief', an 'opinion' and a 'fact. And can give examples of how and where they might be shared online, e.g. In videos, memes, posts, news stories etc.Explain that not all opinions shared may be accepted as true or fair by others (e.g. Monsters under the bed).Describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened	Analyse information to make a judgement about probable accuracy and i understand why it is important to make my own decisions regarding content and that my decisions are respected by others Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. Social media, image sites, video sites). Describe some of the methods used to encourage people to buy things online (e.g. Advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true. Explain that technology can be designed to act like or impersonate living things (e.g. Bots) and describe what the benefits and the risks might be Explain what is meant by fake news e.g. Why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	 Explain the benefits and limitations of using different types of search technologies e.g. Voice-activation search engine. I can explain how some technology can limit the information i aim presented with e.g. Voice-activated searching giving one result. Explain what is meant by 'being sceptical'; i can give examples of when and why it is important to be 'sceptical'. Evaluate digital content and can explain how to make choices about what is trustworthy e.g. Differentiating between adverts and search results. Explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. Identify ways the internet can draw us to information for different agendas, e.g. Website notifications, pop-ups, targeted ads 	 Explain how search engines work and how results are selected and ranked. Explain how to use search technologies effectively. Describe how some online information can be opinion and can offer examples. Explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. Define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. Advertising and 'ad targeting' and targeting for fake news). Understand the concept of persuasive design and how it can be used to influences peoples' choices.
	Lise technology safely respectfy	 // and responsibly: recognise accord	 table/unaccentable behaviour				
	Understand computer networks Use search technologies effectiv	including the internet; how they car yely, appreciate how results are selec	n provide multiple services, such as the term of t	he world wide web; and the opportu evaluating digital content.	nities they offer for communication ar	nd collaboration.	

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