



# Computing Curriculum Map

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Year Group	Autumn Term		Spring Term		Summer Term
A	<p><b>Theme:</b> Word Processing <b>Context for Learning:</b> Children will learn basic typing and word processing skills. They will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. They will then go on to learn how to use undo and redo and to select and format text.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Type on a keyboard.</li> <li>Type symbols and save files.</li> <li>Edit text.</li> <li>Use a keyboard.</li> <li>Select and format text.</li> <li>Format the font.</li> </ul>		<p><b>Theme:</b> Preparing for Turtle Logo <b>Context for Learning:</b> Children will learn to create, test and debug algorithms, and preparing children to use the language of Turtle Logo. The children begin by giving and following instructions to move forward and make quarter turns, followed by walking different rectilinear shapes. The language is extended to use the main Turtle Logo commands. Children will create, text and debug algorithms for shapes and routes around school in preparation for using the commands in the Turtle Logo application.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Give and follow algorithms</li> <li>Use algorithms to turn 90°</li> <li>Use language of algorithms</li> <li>Create, follow and debug an algorithm</li> </ul>	<p><b>Theme:</b> Programming with Turtle Logo and Scratch <b>Context for Learning:</b> Following on from the earlier unit on Preparing for Turtle Logo, the children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the “repeat” command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Use algorithms to turn, move or rotate</li> <li>Use repeat command in algorithms</li> <li>Adding sound to programmes</li> <li>Create, follow and debug more complex algorithms</li> </ul>	<p><b>Theme:</b> Presentation Skills <b>Context for Learning:</b> Learning focuses on the important computer skills needed for safe and effective computer use and introduces some further skills concerning the use of folders, searching for files and printing. Children are introduced to presentations and are taught the skills needed to create a simple presentation.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Basic computer skills</li> <li>Using folders</li> <li>Organising ideas</li> <li>Creating simple presentation with text</li> <li>Add and format images</li> <li>Reorder slides</li> <li>Searching and printing</li> </ul>
B	<p><b>Theme:</b> Computer Skills <b>Context for Learning:</b> Children will learn the basic computer skills that they will need in order to be able to use a desktop or laptop computer. They will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects, either using a mouse or trackpad.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Use a computer mouse.</li> <li>Switch on and shutdown a computer.</li> <li>Launch an application and manipulate windows.</li> <li>Save a file</li> <li>Drag objects.</li> <li>Identify and practise computer skills</li> </ul>	<p><b>Theme:</b> Computer Art <b>Context for Learning:</b> Children will learn about reproducing the painting styles of great artists using computer programs. Learning focuses upon a different artist and their particular style. The children will use this as inspiration for mastering specific techniques within design-based software. Children will then use a mixture of the styles and skills learnt within this topic to produce their own computer-painted masterpiece!</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Create computer art</li> <li>Use program tools to reproduce a style of art</li> <li>Make and edit shapes to produce art</li> <li>Change the shade of colour</li> <li>Retrieve and edit stored data</li> </ul>	<p><b>Theme:</b> Using the internet and online safety <b>Context for Learning:</b> This unit introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use “for kids” to return more suitable results; how to follow links and return to the search results. Children are encouraged to use a range of search engines, including Google, Bing and Yahoo, and some more child-friendly engines like Kidrex and Kiddle. The children explore how to identify if websites are suitable for children and learn to recognise the types of behaviour that can be presented online include cyberbullying.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Searching the internet</li> <li>Staying safe on the internet</li> <li>Follow links safely online</li> <li>Identifying whether websites are appropriate for children</li> <li>To be able to identify kind and unkind behaviour online</li> </ul> <p>Recognising cyberbullying</p>		<p><b>Theme:</b> Programming Toys <b>Context for Learning:</b> Children will be introduced to the principles of programming using toys through unplugged tasks and the use of Bee-Bots. They will be introduced to algorithms as a set of step-by-step instructions given to a device, will learn how to debug simple algorithms and how to use logical reasoning to predict how a program will behave.</p> <p><b>Coverage of skills:</b></p> <ul style="list-style-type: none"> <li>Reasoning to predict how a program will behave.</li> </ul> <p>Create instructions using pictures.</p> <ul style="list-style-type: none"> <li>Say why it is important to be precise when writing an algorithm.</li> <li>Write instructions to program a person like a computer.</li> <li>Program a Bee-Bot to move</li> <li>Debug a Bee-Bot.</li> <li>Program a sequence to make a Bee-Bot move.</li> </ul>