



COMPUTING CURRICULUM

MAP KEY STAGE 1

National Curriculum Links

Year	Unit Name	Learning Objectives	Success Criteria	1.1	1.2	1.3	1.4	1.5	1.6
1	Autumn 1st - Computing systems and networks – Technology around us	-To identify technology	-I can explain how these technology examples help us -I can explain technology as something that helps us -I can locate examples of technology in the classroom						
		-To identify a computer and its main parts	-I can name the main parts of a computer -I can switch on and log into a computer -I can use a mouse to click and drag						
		-To use a mouse in different ways	-I can click and drag to make objects on a screen -I can use a mouse to create a picture -I can use a mouse to open a program						
		-To use a keyboard to type on a computer	-I can save my work to a file -I can say what a keyboard is for -I can type my name on a computer						
		-To use the keyboard to edit text	-I can delete letters -I can open my work from a file -I can use the arrow keys to move the cursor						
		-To create rules for using technology responsibly	-I can discuss how we benefit from these rules -I can give examples of some of these rules -I can identify rules to keep us safe and healthy when we are using technology in and beyond the home						
1	Autumn 2nd - Creating media – Digital painting	-To describe what different freehand tools do	-I can draw lines on a screen and explain which tools I used -I can make marks on a screen and explain which tools I used -I can use the paint tools to draw a picture						
		-To use the shape tool and the line tools	-I can make marks with the square and line tools -I can use the shape and line tools effectively -I can use the shape and line tools to recreate the work of an artist						
		-To make careful choices when painting a digital picture	-I can choose appropriate shapes -I can create a picture in the style of an artist -I can make appropriate colour choices						
		-To explain why I chose the tools I used	-I can choose appropriate paint tools and colours to recreate the work of an artist -I can say which tools were helpful and why -I know that different paint tools do different jobs						
		-To use a computer on my own to paint a picture	-I can change the colour and brush sizes -I can make dots of colour on the page -I can use dots of colour to create a picture in the style of an artist on my own						
		-To compare painting a picture on a computer and on paper	-I can explain that pictures can be made in lots of different ways -I can say whether I prefer painting using a computer or using paper -I can spot the differences between painting on a computer and on paper						
1	Spring 1st - Programming A – Moving a robot	-To explain what a given command will do	-I can match a command to an outcome -I can predict the outcome of a command on a device -I can run a command on a device						
		-To act out a given word	-I can follow an instruction -I can give directions -I can recall words that can be acted out						
		-To combine forwards and backwards commands to make a sequence	-I can compare forwards and backwards movements -I can predict the outcome of a sequence involving forwards and backwards commands -I can start a sequence from the same place						
		-To combine four direction commands to make sequences	-I can compare left and right turns -I can experiment with turn and move commands to move a robot -I can predict the outcome of a sequence involving up to four commands						
		-To plan a simple program	-I can choose the order of commands in a sequence -I can debug my program -I can explain what my program should do						
		-To find more than one solution to a problem	-I can identify several possible solutions -I can plan two programs -I can use two different programs to get to the same place						

1	Spring 2nd - Data and information – Grouping data	-To label objects	- I can describe objects using labels - I can identify the label for a group of objects - I can match objects to groups							
		-To identify that objects can be counted	- I can count a group of objects - I can count objects - I can group objects							
		-To describe objects in different ways	- I can describe an object - I can describe a property of an object - I can find objects with similar properties							
		-To count objects with the same properties	- I can count how many objects share a property - I can group objects in more than one way - I can group similar objects							
		-To compare groups of objects	- I can choose how to group objects - I can describe groups of objects - I can record how many objects are in a group							
		-To answer questions about groups of objects	- I can compare groups of objects - I can decide how to group objects to answer a question - I can record and share what I have found							
1	Summer 1st - Creating media – Digital writing	-To use a computer to write	- I can identify and find keys on a keyboard - I can open a word processor - I can recognise keys on a keyboard							
		-To add and remove text on a computer	- I can enter text into a computer - I can use backspace to remove text - I can use letter, number, and space keys							
		-To identify that the look of text can be changed on a computer	- I can explain what the keys that I have learnt about already do - I can identify the toolbar and use bold, italic, and underline - I can type capital letters							
		-To make careful choices when changing text	- I can change the font - I can select all of the text by clicking and dragging - I can select a word by double-clicking							
		-To explain why I used the tools that I chose	- I can decide if my changes have improved my writing - I can say what tool I used to change the text - I can use 'undo' to remove changes							
		-To compare typing on a computer to writing on paper	- I can explain the differences between typing and writing - I can make changes to text on a computer - I can say why I prefer typing or writing							
1	Summer 2nd - Programming B - Programming animations	-To choose a command for a given purpose	- I can compare different programming tools - I can find which commands to move a sprite - I can use commands to move a sprite							
		-To show that a series of commands can be joined together	- I can run my program - I can use a Start block in a program - I can use more than one block by joining them together							
		-To identify the effect of changing a value	- I can change the value - I can find blocks that have numbers - I can say what happens when I change a value							
		-To explain that each sprite has its own instructions	- I can add blocks to each of my sprites - I can delete a sprite - I can show that a project can include more than one sprite							
		-To design the parts of a project	- I can choose appropriate artwork for my project - I can create an algorithm for each sprite - I can decide how each sprite will move							
		-To use my algorithm to create a program	- I can add programming blocks based on my algorithm - I can test the programs I have created - I can use sprites that match my design							

