



## Computing Coverage Map

<u>Computing Programme of Study</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>FOUNDATION STAGE ONE</b>						
I can operate some ICT or mechanical toys.	FS1 Autumn 1/2	FS1 Autumn 1/2				
I can operate a CD player or MP3 player and show understanding of the remote controls.					FS1 Summer 1/2	FS1 Summer 1/2
I can show interest in other technological items.					FS1 Summer 1/2	FS1 Summer 1/2
<b>FOUNDATION STAGE TWO</b>						
I can operate a CD player or MP3 player and show understanding of the remote controls.	FS2 Autumn 1/2	FS2 Autumn 1/2				
I can show interest in other technological items.	FS2 Autumn 1/2	FS2 Autumn 1/2				
I can understand and complete a simple program on a computer.			FS2 Spring 1/2	FS2 Spring 1/2		
<b>KEY STAGE ONE</b>						
<u>Computing Programme of Study</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I, Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital		Cycle A - F Toy Story		Cycle B - F Mother N		



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devices; and that programs execute by following precise and unambiguous instructions						
2, Pupils should be taught to create and debug simple programs		Cycle A - F Toy Story		Cycle B - F Mother N		
3, Pupils should be taught to use logical reasoning to predict the behaviour of simple programs		Cycle A - F Toy Story		Cycle B - F Mother N		
4, Pupils should be taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content	Cycle A - F Ench. World	Cycle A - F Toy Story	Cycle B - F How Work		Cycle A - E Who lives Place	Cycle A - E Seaside Cycle B - E London
5, Pupils should be taught to recognise common uses of information technology beyond school			Cycle B - F How Work	Cycle B - F Mother N		Cycle B - E London
6, Pupils should be taught 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 contact on the internet or other online technologies.	Cycle A - F Ench. World		Safer Internet day Cycle B - F How Work			Cycle A - E Seaside Cycle B - E London
<b>KEY STAGE TWO</b>						
<u>Computing Programme of Study</u>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
1, Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts		Y3/4 Cycle A - F Festival of Light	Y3/4 Cycle A - F Stevie  Y5/6 Cycle A - F How to Save		Y3/4 Cycle B - F D & D	Y5/6 Cycle B - F D, D,T&T



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<p>2, Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>		<p>Y3/4 Cycle A - F Festival of Light</p>	<p>Y3/4 Cycle A - F Stevie</p> <p>Y5/6 Cycle A - F How to Save</p>		<p>Y3/4 Cycle B - F D &amp; D</p>	<p>Y5/6 Cycle B - F D, D,T&amp;T</p>
<p>3, Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>		<p>Y3/4 Cycle A - F Festival of Light</p>	<p>Y3/4 Cycle A - F Stevie</p> <p>Y5/6 Cycle A - F How to Save</p>		<p>Y3/4 Cycle B - F D &amp; D</p>	<p>Y5/6 Cycle B - F D, D,T&amp;T</p>
<p>4, Pupils should be taught to 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</p>	<p>Y3/4 Cycle B - F Super H</p> <p>Y5/6 Cycle B - F Clockwork</p>					
<p>5, Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Y5/6 Cycle A - E Great Explorers</p> <p>Y3/4 Cycle B - F Super H</p> <p>Y5/6 Cycle B - F Clockwork</p>	<p>Y5/6 Cycle A - E Crime &amp; Pun.</p>	<p>Y3/4 Cycle A - F Stevie</p>		<p>Y3/4 Cycle A - E Stone Age</p>	
<p>6, Pupils should be taught to 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 collecting, analysing, evaluating and presenting data and information</p>	<p>Y5/6 Cycle A - F (DT) Great Explorers</p> <p>Y5/6 Cycle A - E Great Explorers</p>	<p>Y3/4 Cycle A - F Festival of Light</p> <p>Y5/6 Cycle A - E Crime &amp; Pun.</p>	<p>Y3/4 Cycle A - F Stevie</p> <p>Y5/6 Cycle A - F How to Save</p> <p>Y3/4 Cycle B - E</p>		<p>Y3/4 Cycle A - E Stone Age</p> <p>Y3/4 Cycle B - F D &amp; D</p>	<p>Y5/6 Cycle B - F D, D,T&amp;T</p>



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	<div style="background-color: #fff3cd; padding: 2px;">Y3/4 Cycle B- F Super H</div> <div style="background-color: #d1ecf1; padding: 2px; margin-top: 5px;">Y5/6 Cycle B - F Clockwork</div>	<div style="background-color: #fff3cd; padding: 2px;">Y3/4 Cycle B - E We are family</div>	<div style="background-color: #fff3cd; padding: 2px;">B. Bodies</div> <div style="background-color: #d1ecf1; padding: 2px; margin-top: 5px;">Y5/6 Cycle B - E Golden Age</div>			
<p>7, Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<div style="background-color: #d1ecf1; padding: 2px;">Y5/6 Cycle A - F (DT) Great Explorers</div> <div style="background-color: #d1ecf1; padding: 2px; margin-top: 5px;">Y5/6 Cycle A - E Great Explorers</div> <div style="background-color: #fff3cd; padding: 2px; margin-top: 10px;">Y3/4 Cycle B- F Super H</div> <div style="background-color: #d1ecf1; padding: 2px; margin-top: 5px;">Y5/6 Cycle B - F Clockwork</div>	<div style="background-color: #fff3cd; padding: 2px;">Y3/4 Cycle B - E We are family</div>	<div style="background-color: #fff3cd; padding: 2px;">Safer Internet Day</div> <div style="background-color: #fff3cd; padding: 2px; margin-top: 10px;">Y3/4 Cycle A - F Stevie</div>			

KSI

LKS2

UPKS2

2023