



**Long Term Curriculum Map for Computing**

	<b>Autumn 1 – Computing Systems and Networks</b>	<b>Autumn 2 – Creating Media</b>	<b>Spring 1 – Programming A</b>	<b>Spring 2 – Data and Information</b>	<b>Summer 1 – Creating Media</b>	<b>Summer 2 – Programming B</b>
<b>EYFS</b>	In EYFS the curriculum progression is used in line with guidance from Development matters to ensure that the building blocks of skill and knowledge for computing are built through real-life experiences, opportunities to experiment and the children's immediate interests planned through topics and as opportunities arise across the year and as part of UTW and PSED.					
<b>Year One</b>	<b>Computing systems and networks</b>  Technology around us  Recognising technology in school and using it responsibly.	<b>Creating media</b>  Digital painting  Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Programming A</b>  Moving a robot  Writing short algorithms and programs for floor robots, and predicting program outcomes.	<b>Data and information</b>  Grouping data  Exploring object labels, then using them to sort and group objects by properties.	<b>Creating media</b>  Digital writing  Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming B</b>  Programming animations  Designing and programming the movement of a character on screen to tell stories.
<b>Year Two</b>	<b>Computing systems and networks</b>  Information technology around us  Identifying IT and how its responsible use improves	<b>Creating media</b>  Digital photography  Capturing and changing digital photographs for different purposes.	<b>Programming A</b>  Robot algorithms  Creating and debugging programs, and using logical reasoning to make predictions.	<b>Data and information</b>  Pictograms  Collecting data in tally charts and using attributes to organise	<b>Creating media</b>  Digital music  Using a computer as a tool to explore rhythms and melodies, before	<b>Programming B</b>  Programming quizzes  Designing algorithms and programs that use events to trigger sequences of code to

**Headteacher:** Mrs Rebecca Westall

**Tel:** 01603 860334 **Email:** [office@ghosthill.set.education](mailto:office@ghosthill.set.education) **Website:** [www.ghosthill.norfolk.sch.uk](http://www.ghosthill.norfolk.sch.uk)

Ghost Hill Infant and Nursery School is proud to be part of the Sapientia Education Trust. **Website:** <https://www.se-trust.org/>

	our world in school and beyond.			and present data on a computer.	creating a musical composition.	make an interactive quiz.
--	---------------------------------	--	--	---------------------------------	---------------------------------	---------------------------

### Rationale:

We teach computing in this order because:

- We want the children to have a sound knowledge of what technology and information technology is before progressing further and using IT.
- Programming A has to come before programming B to ensure children can build on previous knowledge.
- Data and information is later on in the year once statistics has been covered in maths (spring 1).
- Programming A occurs in Spring 1 as this links with instruction writing in English.

---

**Headteacher:** Mrs Rebecca Westall

**Tel:** 01603 860334    **Email:** [office@ghosthill.set.education](mailto:office@ghosthill.set.education)    **Website:** [www.ghosthill.norfolk.sch.uk](http://www.ghosthill.norfolk.sch.uk)

*Ghost Hill Infant and Nursery School is proud to be part of the Sapientia Education Trust. **Website:** <https://www.se-trust.org/>*

