Rufforth Primary School: Curriculum Content Map
Inspire, Care, Grow

COMPUTING CONTENT MAP – YEAR A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to EYFS	*Links to EYFS:* • *Explore smartboard and iPad, Learn how navigate basic features using a finger* • *Use some pretend ICT equipment play* • *Learn how to use iPad to take photos of creations within the provision.* • *Understand that technology can be used in a range of places/ purposes* • *Learn that information can be retrieved from the internet* • *Learn how to stay safe online*		*Links to EYFS:* • *Learn how to independently use educational apps on an iPad – numbots, bug club, etc* • *Begin to explore using video and sound recording features on an iPad, becoming familiar with the control buttons, e.g., using play, stop and pause.* • *Safer Internet Day* • *Explore the commands needed to control a range of electronic toys - Beebots*		*Links to EYFS:* • *Begin to learn how to use the features of a Chromebook* • *Open apps independently and control and manipulate objects confidently - talk about how to do this using the words 'scroll', 'drag' 'click' 'open' and 'close*	
Y1 & Y2	Topic: **To infinity and beyond!**	Topic: **Let it snow!**	Topic: **Where would you prefer to live: England or Africa?**		Topic: **Creepy Crawlies**	Topic: **Oh, I do like to be beside the seaside!**
	E-safety: use technology safely and respectfully Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Google docs and Google slides		*E-safety:* use technology safely and respectfully Recognise common uses of information technology beyond school.		*E-safety:* use technology safely and respectfully 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.	
Y3 & Y4	Topic: **Meet the Flintstones!**		Topic: **River Deep, Mountain High**		Topic: **How ruthless were the Romans?**	
	Online Safety - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		*E-safety:* use technology safely, respectfully and responsibly Technology in our lives - 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. - use search technologies effectively, appreciate how results are selected and ranked, and are discerning in evaluating digital content.		*E-safety:* use technology safely, respectfully and responsibly Coding and Programming - 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. - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
Y5 & Y6	Topic: **Exploring Eastern Europe**		Topic: **Unmasking the Mayans**		Topic: **Keep the Home Fires Burning**	
	E-safety: use technology safely, respectfully and responsibly Online Safety Children can: • protect their password and other personal information; • be a good online citizen and friend; • judge what sort of privacy settings might be relevant to reducing different risks; • seek help from an adult when they see something that is unexpected or worrying; • discuss scenarios involving online risk;		*E-safety:* use technology safely, respectfully and responsibly Multimedia text and images Children can: • use the skills already developed to create content using unfamiliar technology; • select, use and combine the appropriate technology tools to create effect; • review and improve their own work and support others to improve their work; • save, retrieve and evaluate their work, making amendments; • insert a picture/text/graph/hyperlink from the internet or personal file;		*E-safety:* use technology safely, respectfully and responsibly Multimedia Sound and Motion • Children can: • collect audio from a variety of resources including own recordings and internet clips; • use a digital device to record sounds and present audio; • trim, arrange and edit audio levels to improve quality; • publish their animation and use a movie editing package to edit/refine and add titles; • use key vocabulary to demonstrate knowledge and understanding in this strand: audio, record, edit, play stop, skip, waveform, input, output, record, edit, play podcast, digital content, downloadable, backing track, voiceover, mute, gain, production, post-production, documentary, project, evaluation, screening, ceremony, upload.	

COMPUTING CONTENT MAP – YEAR B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Links to EYFS	*Links to EYFS:* • *Explore smartboard and iPad, Learn how navigate basic features using a finger* • *Use some pretend ICT equipment play* • *Learn how to use iPad to take photos of creations within the provision.* • *Understand that technology can be used in a range of places/ purposes* • *Learn that information can be retrieved from the internet* • *Learn how to stay safe online*		*Links to EYFS:* • *Learn how to independently use educational apps on an iPad – numbots, bug club, etc* • *Begin to explore using video and sound recording features on an iPad, becoming familiar with the control buttons, e.g., using play, stop and pause.* • *Safer Internet Day* • *Explore the commands needed to control a range of electronic toys - Beebots*		*Links to EYFS:* • *Begin to learn how to use the features of a Chromebook* • *Open apps independently and control and manipulate objects confidently - talk about how to do this using the words 'scroll', 'drag' 'click' 'open' and 'close*	
Y1 & Y2	Topic: **Welly boots & New Shoots**	Topic: **Can you travel around the world in 80 days**		Topic: **Arctic Explorers**	Topic: **Act Healthy. Eat Healthy. Be Healthy**	Topic: **The time that toys forgot.**
	E-safety: use technology safely and respectfully Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.		*E-safety:* use technology safely and respectfully Create and Debug simple programs.		*E-safety:* use technology safely and respectfully Use logical reasoning to predict the behaviour of simple programs.	
Y3 & Y4	Topic: **Welcome to our Kingdom!**		Topic: **There's no place like home!**		Topic: **Raiders or Traders?**	
	E-safety: use technology safely, respectfully and responsibly Multimedia text and images - 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. - 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.		*E-safety*: use technology safely, respectfully and responsibly Handling data - 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.		*E-safety*: use technology safely, respectfully and responsibly Multimedia sound and motion - 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.	
Y5 & Y6	Topic: **Phenomenal Pharaohs**		Topic: **Vicious Volcanoes**		Topic: **Who Let the God Out? (Ancient Greece)**	
	E-safety: use technology safely, respectfully and responsibly Technology in Our Lives • search for information using appropriate websites and advanced search functions in Google; • use strategies to check the reliability of information (cross-check with another source such as books); • talk about the way search results are selected and ranked; • check the reliability of a website, including the photos on site; • tell you about copyright and acknowledge the sources of information;		*E-safety:* use technology safely, respectfully and responsibly Handling Data • construct data on the most appropriate application; • know how to interpret data, including spotting inaccurate data and comparing data; • use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets; • add data to an existing database; • use key vocabulary to demonstrate knowledge and understanding in this strand: Google Docs, insert, table, spreadsheet, cell, row, column, formula/formulas, calculate, format, edit, insert, ascending, descending.		*E-safety:* use technology safely, respectfully and responsibly Coding • use external triggers and infinite loops to demonstrate control; • follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols; • use conditional statements and edit variables; • decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program; • keep testing a program and recognise when it needs to be debugged; • use key vocabulary to demonstrate knowledge and understanding in this strand: flowchart, algorithm, control, output, symbol, start, stop, delay, process, decision, loop, backdrop, script, block, repeat, commentary, sequence, consequence, debug, program, Kodu, world, object, tool palette, program environment, smooth, flatten, raise.	

*Our intent is to **inspire** children to learn more about the world in which they live. We aim to equip them with the skills and subject knowledge that they need to **care** for themselves, each other and our global community and **grow** as citizens in our ever changing world.*

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