


BPS Curriculum Map – Computing 	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills To code (using Scratch)	tbc	<p>Motion</p> <ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. <p>Looks</p> <ul style="list-style-type: none"> Add text strings, show and hide objects and change the features of an object. <p>Sound</p> <ul style="list-style-type: none"> Select sounds and control when they are heard, their duration and volume. <p>Draw</p> <ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. <p>Events</p> <ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. <p>Control</p> <ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). <p>Sensing</p> <ul style="list-style-type: none"> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). <p>Variables and lists</p>	<p>Motion</p> <ul style="list-style-type: none"> Use specified screen coordinates to control movement. <p>Looks</p> <ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. <p>Sound</p> <ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. <p>Draw</p> <ul style="list-style-type: none"> Control the shade of pens. <p>Events</p> <ul style="list-style-type: none"> Specify conditions to trigger events. <p>Control</p> <ul style="list-style-type: none"> Use IF THEN conditions to control events or objects. <p>Sensing</p> <ul style="list-style-type: none"> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). <p>Variables and lists</p>	<p>Motion</p> <ul style="list-style-type: none"> Use specified screen coordinates to control movement. <p>Looks</p> <ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. <p>Sound</p> <ul style="list-style-type: none"> Create and edit sounds. 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Add effects such as fade in and out and control their implementation. <p>Draw</p> <ul style="list-style-type: none"> Combine the use of pens with movement to create interesting effects. <p>Events</p> <ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger. <p>Control</p> <ul style="list-style-type: none"> Use IF THEN ELSE conditions to control events or objects. <p>Sensing</p> <ul style="list-style-type: none"> Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. <p>Variables and lists</p>	<p>Motion</p> <ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees. <p>Looks</p> <ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front). <p>Sound</p> <ul style="list-style-type: none"> Upload sounds from a file and edit them. 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		<ul style="list-style-type: none"> • From Year 3 onwards. <p>Operators</p> <ul style="list-style-type: none"> • From Year 3 onwards. 	<ul style="list-style-type: none"> • Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables. <p>Operators</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + () () - () () * () () / () to perform calculations.</p>	<ul style="list-style-type: none"> • Use lists to create a set of variables. <p>Operators</p> <ul style="list-style-type: none"> • Use the Boolean operators <p>() < () () = () () > () ()and() ()or() Not() to define conditions. • Use the Reporter operators <p>() + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation Round () () of ().</p> </p>
<p>To connect</p>		<ul style="list-style-type: none"> • Participate in class social media accounts. • Understand online risks and the age rules for sites. 	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.

						<ul style="list-style-type: none"> • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used.
To communicate		<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 		<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 		<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
To collect		<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 		<ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 		<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.
Suggested activities		Bee-Bots to show programming and coding		Creating powerpoints, imovies, animations etc as a way of presenting new learning/topic work.	Sending emails to link schools eg. Newfoundland (yr3)	Maths/Science – creating charts to show data.
Cross curricular links	Purple Mash will have projects that link to the curriculum.	Espresso, regularly updated with curriculum links and current affairs – videos, games, activities.	Mathletics	Guided Reading using on- line books.		
Visits/trips/enrichment						Science Museum Y6

Ongoing opportunities	Use of ipads to support learning/ research/ on-line dictionaries/ taking photos of practical work as evidence (using pages to annotate) etc. BBC typing mat as a regular activity, particularly through KS1 to improve touch typing and letter recognition. ICT programmes to support learning eg. Mathletics, Espresso etc
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