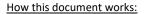


Eaton Primary School National Curriculum Mapping Computing

National Curriculum Mapping



This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

EYFS

Early Years Foundation Stage	Early years outcomes: Prime Areas	Early years outcomes: Specific Areas
(Reception)	Development Matters 2021 statements	Development Matters 2021 statements
	Early Learning Goals	Early Learning Goals
Unit of Work		
Computer systems and networks: Using a	Develop their fine motor skills so that they can use a range of tools	Physical development
computer	completely, safely, and confidently.	Personal, Social and Emotional Development
	Know and talk about the different factors that support their overall	
	health and wellbeing:	
	- Sensible amount of screentime	
Programming: All about	Safely use and explore a variety of materials, tools, and techniques,	Expressive Arts and Design
instructions	experimenting with colour, design, texture, form and function	Creating with Materials
	Be confident to try new activities and show independence, resilience,	Managing self
	and perseverance in the face of challenge.	Personal, Social and Emotional Development
	Explain the reasons for rules, know right from wrong and try to behave	
	accordingly.	
Computer systems and networks:	Safely use and explore a variety of materials, tools, and techniques,	Expressive Arts and Design Creating with Materials
Exploring hardware	experimenting with colour, design, texture, form and function	
Data Handling: Introduction to data	Be confident to try new activities and show independence, resilience,	Managing self
	and perseverance in the face of challenge.	Personal, Social and Emotional Development
	Explain the reasons for rules, know right from wrong and try to behave	
	accordingly.	

<u>KS1</u>

National Curriculum Objectives	Year 1: Programming: Bee-Bots	Year 1: Creating Media: digital imagery	Year 1: Data Handling: introduction to data	Year 2: Programming: scratch junior	Year 2: Creating Media: stop Motion	Year 1: Computers and System and network improving mouse	Year 2: Programming: Algorithms unplugged	Year 1: Skills Showcase Rocket to the Moon	Year 2: Computer Systems and networks: what is a computer?	Year 2: Programming: Algorithms and debugging	Year 2: Computer systems and networks: word processing
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	✓			✓	✓			✓	√		√
Create and debug simple programs	✓			✓	✓			✓	✓		✓
Use logical reasoning to predict the behaviour of simple programs	✓			✓	√			√	√		√
Use technology purposefully to create, organise, store, manipulate and retrieve digital content	√	√	√	√	√	√	✓	√	√	1	√
Recognise common uses of information technology beyond school.		✓	√			√			✓	√	
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support		J	✓			✓	√		√	√	

when they have concerns about content or contact on the internet or other online technologies						

LKS2

National Curriculum Objectives	Year 3: Computer systems and networks: Network and the internet	Year 3: Data Handling: comparison card databases	Year 3: Computing and systems network: journey inside a computer	Year 4: Computer Systems and network: collaborative learning	Year 3: Data Handling: investigating weather	Year 4: Skills showcase: HTML	Year 3: Computer Systems and networks: emailing	Year 3: Programming: Scratch	Year 3: Creating Media: Video Trailers	Year 4: Creating Media Website Design	Year 4: Programming Further: coding with Scratch	Year 4: Programming: Computational thinking
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								✓		✓	✓	✓

√	✓	✓	√	√	✓		√	√		√
1										
\checkmark	✓	✓	✓	✓	✓	✓	\checkmark	✓	✓	✓
√	✓	✓	✓	✓	✓	✓	√	✓	✓	√

Use technology	√												
safely,			-	-				_		-			
respectfully and													
responsibly;													
recognise													
acceptable/unac													
ceptable													
behaviour;													
identify a range													
of ways to													
report concerns													
about content													
and contact.													

UKS2

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National Curriculum Objectives	Year 5: Programming: Music	Year 5: Creating: Stop motion animation	Year 5: Computer systems and networks: search engines	Year 5: Data Handling: Big Data 1	Year 5: Data Handling: Big Data 2	Year 6: Programming: introduction to Python	Year 5: Programming Micro: bit	Year 5: Data Handling: Mars Rover 1	Year 5: Data Handling: Mars Rover 2	Year 6: Computing systems and networks: Bletchley Park	Year 6: Creating Media: History of Computers	Year 6: Skills Showcase: Inventing product
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	✓	✓				1	✓		✓	✓		✓
<u>U</u> nderstand 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 be discerning in evaluating digital content 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			✓		✓					✓		
Use technology safely, respectfully and responsibly; recognise acceptable/unacc eptable behaviour;	√											

identify a range of ways to report concerns about content and contact						