



# Whitehouse Primary School – Computing skills and curriculum mapping



Year 1							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Strand	Digital Literacy (Online Safety)	Digital Literacy Essential skills	Digital Literacy (Online Safety)	Computer science	Information technology Cross-curricular links	Information technology Cross-curricular links	
Tools for teaching	My Online Life (Knowsley planning) Espresso (Computer driving licence 2)	What is a Computer? (Knowsley planning) Twinkl: computer skills	Modern Tales (Knowsley planning)	Espresso Coding/Bee-bots/programming (Level 1)	Twinkl: Word Processing	Twinkl: Using and Applying	
Duration	4 weeks/2 weeks	2 weeks/4 weeks	4-6 weeks	4 - 6 weeks	4-6 weeks	4-6 weeks	
Skills progression	<ul style="list-style-type: none"> <li>I am aware that content online is owned by the person that created it.</li> <li>I can communicate politely via the internet.</li> <li>I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the ways we use technology in our classroom, my home and community.</li> <li>I know the names of technology around me.</li> <li>I can do the basics with technology including skills such as: how to navigate a computer/IPAD, keyboard skills</li> </ul>	<ul style="list-style-type: none"> <li>I can use a search engine.</li> <li>I can explain what personal information is and give examples of it.</li> <li>I understand something online may upset and know where to find help if anything does.</li> <li>I know the rules of using technology at home or in school.</li> </ul>	<ul style="list-style-type: none"> <li>I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem.</li> <li>I can create algorithms that can be turned into a program using a robot or digital device.</li> <li>I can independently debug simple sequence errors in a program.</li> <li>I can use logical reasoning to predict the outcome of simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>I can do the basics with technology including skills such as: how to navigate a computer/IPAD, keyboard skills (including more complex such as shift/return keys) and how to save/open files saved within shared areas.</li> <li>I can use technology to create and present my ideas.</li> <li>I can organise, store and retrieve my digital work.</li> </ul>	<ul style="list-style-type: none"> <li>I can apply my new skills from the year to complete a range of activities.</li> <li>I can use technology to create and present my ideas.</li> <li>I can organise, store and retrieve my digital work.</li> <li>I can collect and sort data</li> </ul>	
	<p><b>Non-negotiable skills</b></p> <p>(All pupils to work towards securing these skills within the Autumn term to allow for progression across each year group)</p>						
	<ul style="list-style-type: none"> <li>I can turn on and log into a computer.</li> <li>I can log off and shut down a computer.</li> <li>I know the position of keys on a keyboard.</li> <li>I can write single words or sentences using a keyboard using a basic word programme.</li> <li>I can use the double click function.</li> <li>I can open a saved piece of work.</li> <li>I can close a program using the red cross.</li> <li>I know the symbol for saving work (floppy disk) – some children may be able to save work in the appropriate place.</li> <li>I can print my work.</li> <li>I can open a program using the start menu or a folder.</li> <li>I can use a mouse to select and move words and pictures.</li> </ul>						

Year 2						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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Strand	Digital Literacy (Online Safety)	Information Technology/ Essential skills (Cross curricular links)	Digital Literacy (Online Safety)	Computer Science	Computer Science	Information Technology (Cross curricular links)	
Tools for teaching	Online Buddies (Knowsley planning)	Twinkl: Presentation skills	My Online Life (Knowsley planning)	Espresso coding Year 2 (Level 2)	Code a story/Scratch (Knowsley planning)	Twinkl: Using and applying	
Duration	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	
Skills progression	<ul style="list-style-type: none"> <li>I can give examples of how technology is used to communicate beyond school.</li> <li>I can use online services to communicate safely.</li> <li>I can give examples of online bullying behaviour.</li> <li>I understand the impact it may have and I know where to go for support.</li> <li>I know the rules of using technology at home or in school.</li> <li>I am aware that content online is owned by who created it.</li> </ul>	<ul style="list-style-type: none"> <li>I can use design and formatting to enhance my digital work e.g. considering design, adding/changing fonts, images, emoji's etc.</li> <li>I can collect and record data purposefully e.g creating a graph or data base.</li> <li>I can create with technology.</li> <li>I can save, share and retrieve my digital work on a range of programmes.</li> <li>I can use technology to organise and present my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that some things online may upset me and that I cannot trust everyone online.</li> <li>I understand that once something it posted you lose control if it and know how to get help if I need to.</li> <li>I can use a search engine and I am aware that not everything I read online is true.</li> <li>I can explain what personal information is and understand the need for passwords to protect it.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan out an algorithm with a sequence of commands to carry out specific tasks.</li> <li>I can identify 'bugs' in computer programs and use the term debug in context.</li> <li>I can create a simple repeat loop.</li> <li>I can create a simple game program.</li> <li>I can predict the outcome of a sequence of blocks.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan out an algorithm with a sequence of commands to carry out specific tasks.</li> <li>I can identify 'bugs' in computer programs and use the term debug in context.</li> <li>I can create a simple repeat loop.</li> <li>I can create a simple game program.</li> <li>I can predict the outcome of a sequence of blocks in Scratch.</li> </ul>	<ul style="list-style-type: none"> <li>I can use design and formatting to enhance my digital work e.g. considering design, adding/changing fonts, images, emoji's etc.</li> <li>I can collect and record data purposefully e.g creating a graph or data base.</li> <li>I can create with technology.</li> <li>I can save, share and retrieve my digital work on a range of programmes.</li> <li>I can use technology to organise and present my ideas.</li> </ul>	
	<b>Non-negotiable skills</b>						
	(All pupils to work towards securing these skills within the Autumn term to allow for progression across each year group)						
	<ul style="list-style-type: none"> <li>I can use a basic word programme to edit words e.g. text size, colour, font, create labels etc.</li> <li>I can understand aspects of a keyboard e.g. space bar, caps lock, full stop etc.</li> <li>I can delete use delete and backspace</li> <li>I can type in capitals and lowercase letters by putting caps lock on or using shift.</li> <li>I can type an extended piece of writing using a word processing program.</li> <li>I can use a spellcheck.</li> <li>I can insert pictures into a program e.g. 2simple or Word, and change the size of the picture.</li> <li>I can look at information from different ICT sources e.g. internet, video, sound recording, pictures etc.</li> <li>I can navigate an internet page to play a simple game.</li> </ul>						

Year 3						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Digital Literacy (Online Safety)	Information Technology/ Essential skills	Digital Literacy (Online Safety)	Computer Science	Information Technology/ Essential skills	Computer Science



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		(Cross curricular links)			(Cross curricular links)		
Tools for teaching	My Online Life (Knowsley planning)	Twinkl: Word Processing	Online Detectives (Knowsley planning)	Espresso coding Year 3 (Level 3)	Twinkl: Presentation skills	Code.org	
Duration	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	
Skills progression	<ul style="list-style-type: none"> <li>I understand the need for copyright and the consequences of ignoring it.</li> <li>I am aware of what I should be sharing online and where to go for help if I need it.</li> <li>I understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and know where to go for help if something upsets me online.</li> <li>I can explain what bullying is.</li> <li>I understand the impact technology can have on my health, well-being and lifestyle.</li> <li>I know who I should be sharing information with and how to keep my data secure.</li> <li>I understand the term identity and I can take appropriate measures to protect my own online identity.</li> </ul>	<ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work using editing and formatting techniques.</li> <li>I can collect, analyse, evaluate and present data and information.</li> <li>I can use advanced search tools.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the internet works.</li> <li>I can explain how a search engine works.</li> <li>I know how to use the internet and make exact searches on the World Wide Web.</li> <li>I can analyse information and make accurate searches.</li> <li>I can use advanced search tools.</li> <li>I can use search tools to find and use an appropriate website.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan, create and debug programs.</li> <li>I can use decomposition to help me solve computing problems.</li> <li>I can use sequence, selection, repetition and variables in programs.</li> <li>I can work with various forms of input and output. I can use logical reasoning to predict and correct errors in algorithms and programs.</li> </ul>	<ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work using editing and formatting techniques.</li> <li>I can create with technology. E.g. Video, animation, 3D.</li> <li>I can collect, analyse, evaluate and present data and information.</li> <li>I can use advanced search tools.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan, create and debug programs.</li> <li>I can use decomposition to help me solve computing problems.</li> <li>I can use sequence, selection, repetition and variables in programs.</li> <li>I can work with various forms of input and output. I can use logical reasoning to predict and correct errors in algorithms and programs.</li> </ul>	
	<b>Non-negotiable skills</b>						
	(All pupils to work towards securing these skills within the Autumn term to allow for progression across each year group)						
<b>Working online:</b> <ul style="list-style-type: none"> <li>I can use a search engine, narrowing down my search to specific areas.</li> <li>I can copy and paste information from the internet into a word document using ctrl and C or copy and paste through right clicking</li> </ul> <b>Creating content:</b> <ul style="list-style-type: none"> <li>I can minimise, resize and close windows on the desktop understanding how to get back to the desktop.</li> <li>I am continuing to develop my keyboard skills including using the shift key to insert characters e.g. exclamation marks.</li> <li>I can alter font type, size and colour for emphasis and effect.</li> <li>I can use bold, underline, highlighting and italics to edit text.</li> <li>I can align left, align right and centre text.</li> <li>I can use bullet points and numbers.</li> </ul>							

Year 4						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



# Whitehouse Primary School – Computing skills and curriculum mapping



Strand	Digital Literacy (Online Safety)	Information Technology/ Essential skills (Cross curricular links)	Digital Literacy (Online Safety)	Computer Science	Information Technology/ Essential skills (Cross curricular links)	Computer Science	
Tools for teaching	Twinkl Online Safety module	Twinkl Word Processing module	My Online Life (Knowsley planning)	Espresso coding (Level 4) Hour of Code	Microsoft Word/PowerPoint	Lego WeDo equipment	
Duration	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	
Skills progression	<ul style="list-style-type: none"> <li>I can collaborate online to create digital content.</li> <li>I can describe strategies for safe and fun experiences in a range of online social environments and I am respectful to others online.</li> <li>I understand that people may have a different online identity to that in real life and I am able to interact with others.</li> <li>I am aware others can find information out about me by searching online.</li> </ul>	<ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work using editing and formatting techniques e.g layouts, borders, columns, tables, text boxes.</li> <li>I can use a search engine and I am aware that not everything I read online is correct.</li> </ul>	<ul style="list-style-type: none"> <li>I know which technologies are used for online bullying and I am considerate of others when posting myself.</li> <li>I can evaluate information presented to me to make informed choices about what is Fake News.</li> <li>I understand the impact technology can have on my health, wellbeing and lifestyle.</li> <li>I am aware that some people want to access my data and can respond appropriately to ensure this does not happen</li> <li>I understand the need for copyright and the consequences of ignoring it.</li> </ul>	<ul style="list-style-type: none"> <li>I can design an algorithm to simulate a real-life situation.</li> <li>I can solve an open-ended problem by breaking it up into smaller parts.</li> <li>I can design and write a program for a given purpose including specific programming features.</li> <li>I can test existing programs to see how they could be improved.</li> <li>I can understand the different methods of communication using the internet.</li> </ul>	<ul style="list-style-type: none"> <li>I can improve the quality and presentation of my work using editing and formatting techniques e.g layouts, borders, columns, tables, text boxes.</li> <li>I can use a search engine and I am aware that not everything I read online is correct.</li> <li>I can create with technology. E.g. Video, animation, 3D, blog.</li> </ul>	<ul style="list-style-type: none"> <li>I can design an algorithm to simulate a real-life situation.</li> <li>I can solve an open-ended problem by breaking it up into smaller parts.</li> <li>I can design and write a program for a given purpose including specific programming features.</li> <li>I can test existing programs to see how they could be improved.</li> <li>I can understand the different methods of communication using the internet.</li> </ul>	
	<b>Non-negotiable skills</b> (All pupils to work towards securing these skills within the Autumn term to allow for progression across each year group)						
	<b>Working online:</b> <ul style="list-style-type: none"> <li>I can open multiple tabs without leaving the search e.g. by right clicking and opening in a new tab</li> <li>I can use and save favourites in the web browser.</li> <li>I can use a search engine to research for a specific purpose and use my information for a task set.</li> </ul> <b>Creating content:</b> <ul style="list-style-type: none"> <li>I can create a simple text box.</li> <li>I can resize, rotate and format text boxes.</li> <li>I can insert and format shapes using the tools.</li> <li>I can use undo and redo tools</li> <li>I can move a text box or any other object around the page</li> <li>I can insert and manipulate multiple text boxes and other objects on any page.</li> <li>I can insert and manipulate Word Art once inserted.</li> <li>I can explain common file types e.g. JPEG, .mp4.</li> </ul>						

Year 5						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



# Whitehouse Primary School – Computing skills and curriculum mapping



Strand	Digital Literacy (Online Safety)	Information Technology/ Essential skills (Cross curricular links)	Digital Literacy (Online Safety)	Computer Science (Cross curricular: Science link)	Information Technology/ Essential skills (Cross curricular links)	Computer Science	
Tools for teaching	My Online Life (Knowsley planning)	Microsoft Powerpoint/Word	Twinkl Online Safety module	Twinkl: Scratch 3.0 Scratch/Space invader game design	Twinkl: Radio podcasting Knowsley: Podcaster	Espresso coding: Level 5 Espresso: Python	
Duration	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	
Skills progression	<ul style="list-style-type: none"> <li>I am aware that my identity can be copied by other users and take appropriate measure prevent this.</li> <li>I understand that judgements are made about people based on what is online about them.</li> <li>I am aware that there are people online who set out to upset people.</li> <li>I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a search engine and I am aware that not everything I read online is correct.</li> <li>I can produce a PowerPoint/word document with elements such as text, images, narration and music.</li> <li>I can improve the quality and presentation of my work using editing and formatting techniques.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the impact technology can have on my health, well-being and lifestyle.</li> <li>I am aware that my identity can be copied by other users and take appropriate measure prevent this.</li> <li>I understand that judgements are made about people based on what is online about them.</li> <li>I am aware that there are people online who set out to upset people.</li> <li>I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and write a program linked to physical systems and sensors.</li> <li>I can use variables, conditional statements, procedures and repeat commands to improve my programs/game.</li> <li>I can use logical reasoning to detect and debug mistakes in a program.</li> </ul>	<ul style="list-style-type: none"> <li>I can film and produce a short video with elements such as text, images, narration and music.</li> <li>I can record and produce a short audio podcast and understand basic elements of audio editing.</li> <li>I can use unfamiliar technology to create content and share my ideas. E.g. Video recording/Vlogs.</li> </ul>	<ul style="list-style-type: none"> <li>I can design and write a program linked to physical systems and sensors.</li> <li>I can use variables, conditional statements, procedures and repeat commands to improve my programs/game.</li> <li>I can use logical reasoning to detect and debug mistakes in a program.</li> </ul>	
	<b>Non-negotiable skills</b>						
	(All pupils to work towards securing these skills within the Autumn term to allow for progression across each year group)						
	<b>Working online:</b> <ul style="list-style-type: none"> <li>I can use the internet to create purposeful searches and apply all previous skills taught.</li> <li>I can use a minus (-) to exclude words on a web search e.g. <i>Manchester –football</i> would take out results for Manchester that involved football.</li> <li>I can select the correct words when searching, limiting my results and ensuring that the search is purposeful.</li> </ul>		<b>Creating content:</b> <ul style="list-style-type: none"> <li>I understand that programs like PowerPoint are primarily about presenting information in manageable chunks/slides.</li> <li>I can add slides and change their layout using the options available.</li> <li>I can add text to a slide and how to modify it using simple formatting tools.</li> <li>I can add pictures or clip art onto a slide.</li> <li>I can place my slideshow into and out of presentation mode.</li> <li>I can reorder slides.</li> <li>I can create slide transitions.</li> <li>I can add a sound file to a slide as an object.</li> <li>I can add hyperlinks to a slide.</li> </ul>				

Year 6						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Strand	Digital Literacy (Online Safety)	Information Technology/ Essential skills	Digital Literacy (Online Safety)	Information Technology/ Essential skills	Computer Science Cross curricular links)	Computer Science



# Whitehouse Primary School – Computing skills and curriculum mapping



		(Cross curricular links)		(Cross curricular links)			
Tools for teaching	Twinkl: Online Safety <i>(Crucial Crew visit supports)</i>	Twinkl: Spreadsheets	My Online life/Online Safety Dilemas <i>(Knowsley planning)</i>	Using and Applying skills revision skills.	Espresso: Coding Level 6	Espresso: HTML coding	
Duration	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	4 – 6 weeks	
Skills progression	<ul style="list-style-type: none"> <li>I can explain how to protect my computer or device from harm on the Internet.</li> <li>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>I understand the impact technology can have on my health, well-being and lifestyle.</li> <li>I know how to keep my data private and secure.</li> <li>I understand I need to create a positive online reputation. I know how to capture evidence of online bullying and how to report it.</li> </ul>	<ul style="list-style-type: none"> <li>I understand how to enter data and formulae into a spreadsheet.</li> <li>I can order and present data based on calculations.</li> <li>I can add, edit and calculate data.</li> <li>I can use a spreadsheet to solve problems.</li> <li>I can plan and calculate a spending budget.</li> <li>I can design a spreadsheet for a specific purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the need for copyright and the consequences of ignoring it.</li> <li>I am aware of the ways in which the media can shape our ideas about gender.</li> <li>I am aware of the need for positive online relationships and I am mindful of others feelings at all times.</li> <li>I support my friends to protect themselves and make good choices online, including reporting concerns to an adult.</li> <li>I understand the impact technology can have on my health, well-being and lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>I can create and combine a range of media in order to produce digital content.</li> <li>I can talk about the way search results are selected and ranked.</li> <li>I can improve the quality and presentation of my work using editing and formatting techniques.</li> <li>I can use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions.</li> </ul>	<ul style="list-style-type: none"> <li>I can design, plan &amp; create complex programs.</li> <li>I can test, debug and modify a program to improve it.</li> <li>I can write a program using a text based programming language.</li> <li>I can use logical reasoning to detect and correct errors in algorithms and programs.</li> <li>I understand how computer networks work, including the internet.</li> <li>I can talk about the way search results are selected and ranked.</li> </ul>		
	<b>Non-negotiable skills</b>						
	(All pupils to work towards securing these skills within the Autumn term to allow for progression across each year group)						
	<b>Working online:</b> <ul style="list-style-type: none"> <li>I can use the internet to create purposeful searches and apply all previous skills taught.</li> <li>I can use a minus (-) to exclude words on a web search e.g. <i>Manchester – football</i> would take out results for Manchester that involved football.</li> <li>I can select the correct words when searching, limiting my results and ensuring that the search is purposeful.</li> </ul>	<b>Creating content:</b> <ul style="list-style-type: none"> <li>I can group and ungroup objects</li> <li>I can insert and format a table e.g. add a border, change the background colour etc.</li> <li>I can use a range of editing tools to make my work pleasing to the eye and for a particular purpose.</li> <li>I can use spell and grammar check through menu bar and right clicking.</li> <li>I can use the find and replace tool.</li> <li>I can orient the page view and page size.</li> <li>I can insert a table and adjust its formatting adding new columns and rows and merging cells.</li> <li>I can enter labels and numbers into a spreadsheet.</li> <li>I can enter formulae into a spreadsheet.</li> <li>I can use 'SUM' to calculate the total set of numbers in a range of cells.</li> </ul>					