Year 6

▪ Understand how experiences of programming and control relate to control systems in the real world.

▪ Understand that there are often different ways to solve the same problem or task.

▪ Understand that programming software can create simple and complex simulations.

**Computing Curriculum Map**

**Programming**



**EYFS**



**KS 1**



**Lower**

**KS2**

**Upper KS2**

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Year 5

▪ Know the meaning of the key terms:

- selection.

- decomposition.

▪ Know the meaning of logical reasoning.

▪ Know that programs can be represented in different formats including written and diagrammatic.

▪ Understand the need for precision when creating sequences to ensure reliability.

▪ Understand that there are often different ways to solve the same problem or task.

EYFS

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Year 2

▪ Understand that prediction, trial and error are important considerations when creating programs or controlling movement.

▪ Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.

▪ Understand what debugging is and begin to understand that you can develop strategies to help find bugs

Year 1 -

▪ Understand that algorithms are a series of steps or instructions to achieve a specific goal.

▪ Understand that devices respond to commands.

▪ Understand the meaning of the term program.

▪ Talk about devices in the home that are controlled by commands.

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Year 4

▪ Know the difference between an input and an output.

▪ Understand how to use logical reasoning to detect errors in programs.

▪ Understand how to use logical reasoning to correct errors in programs.

▪ Understand that evaluation is a vital part of the design process.

Year 3

▪ Understand how to plan and write programs that accomplish specific goals.

▪ Know what debugging is and how it can be used to achieve specific goals.

▪ Understand what the term sequence and repetition means.

▪ Understand that planning is a vital part of designing programs.

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