COMPUTING SCIENCE CURRICULUM ROAD MAP

LGfL

Y2
- Be able to give simple instructions to control a device, like a 'floor' robot, or on-screen object.
- Be able to use trial and error when programming and use this to refine and improve it.
- Be able to name digital devices that need precise instructions to work.
- Begin to be able use more computing terms, such as algorithm, sequence, website, debug, network etc.

Y4
- Be able to create a set of instructions (Sequence, Code) which includes loops (Reparation) to program (Control) a on screen object (Sprite) or floor robot and to be able to refine and edit the process (De-bug) to create a game, simulation or model.
- Be able to use computational thinking to predict what a computer simulation may do.
- Be able to name and talk about different types of inputs and outputs.
- Begin to be able to use more complex computing terms, such as network, sequence, reparation, search engine etc.

Y6
- Be able to create a set of instructions (Sequence, Code) which includes loops (Reparation) and Selection and Variables to program (Control) a on screen object (Sprite) or floor robot and to be able to refine and edit the process (De-bug) to create a game, simulation or model.
- Be able to use computational thinking to edit (De-bug) deconstruct and evaluate a program with smaller parts (Sub Procedures) to solve a problem or make the program more challenging or refined.
- Be able to name and talk about different types of inputs and outputs (Events) and use them within simple games game, simulations or models.

Y1
- Be able to give simple instructions to control a device, like a 'floor' robot, or on-screen object.
- Be able to use trail and error when programming.
- Be able to name digital devices that need precise instructions to work.
- Begin to be able use some basic computing terms, such as algorithm, sequence etc.

Y3
- Be able to create a simple set of instructions (Sequence, Code), to program (Control) a on screen object (Sprite) or floor robot and to be able to refine the process (De-bug).
- Be able to use computational thinking to predict what a computer simulation may do.
- Be able to name digital devices in the real world and link them to relevant computing terms and concepts.
- Begin to be able to use computing terms, such as network, algorithm, sequence, WWW etc.

Y5
- Be able to create a set of instructions (Sequence, Code) which includes loops (Reparation) and or Selection to program (Control) a on screen object (Sprite) or floor robot and to be able to refine and edit the process (De-bug) to create a game, simulation or model.
- Be able to use computational thinking to edit (De-bug) deconstruct and evaluate a program to solve a problem or make the program more challenging or refined.
- Be able to name and talk about different types of inputs and outputs (Events) and use them within simple games game, simulations or models.