

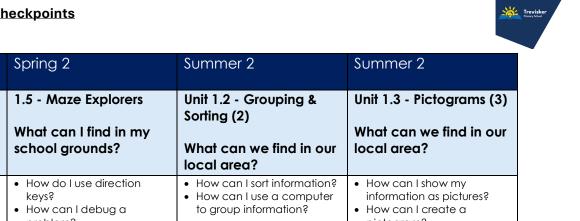
Year Group Year R						
The EYFS framew areas.	ork is structured very differently to the national curriculum as it is organised across seven Areas of Learning rather than subject					
The table below	outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the atters age ranges for three and four-year-olds and reception to match the programme of study for computing.					
Personal, Social	Remember rules without needing an adult to remind them.					
and Emotional	Show resilience and perseverance in the face of a challenge.					
Development	• Know and talk about the different factors that support their overall health and wellbeing:- sensible amounts of 'screen time'.					
Physical	Match their developing physical skills to tasks and activities in the setting.					
Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.					
Mathematics	Solve real world mathematical problems with numbers up to 5.					
	 Discuss routes and locations, using words like 'in front of' and 'behind'. 					
	Notice and correct an error in a repeating pattern.					
	 Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then. 					
	Count objects, actions and sounds.					
	 Link the number symbol (numeral) with its cardinal number value. 					
	 Select, rotate and manipulate shapes to develop spatial reasoning skills. 					
	Continue, copy and create repeating patterns.					
Understanding the World	Explore how things work.					
Expressive Arts	Explore, use and refine a variety of artistic effects to express their ideas and feelings.					
and Design						
Managing Self	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.					
	 Explain the reasons for rules, know right from wrong and try to behave accordingly. 					
Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					

Spring 1

Year Group

Year 1

Autumn 1



Unit Title (Composite)	Online Safety & Exploring Purple Mash Standalone	1.6 - Animated Story Books Why do we burn guys on the bonfire?	1.5 - Maze Explorers What can I find in my school grounds?	Unit 1.2 - Grouping & Sorting (2) What can we find in our local area?	Unit 1.3 - Pictograms (3) What can we find in our local area?
Learning Objectives (Components)	 How do I log in safely? Where do I store my learning? How do I navigate a website? How do I use different tools? 	 How can I draw and colour on a computer? How can I animate? How do I add sounds to my animation? How do I use animation to create a Guy Fawkes story? How can I copy and paste? 	 How do I use direction keys? How can I debug a problem? How can I add to an algorithm? How can I create my own school maze? 	 How can I sort information? How can I use a computer to group information? 	 How can I show my information as pictures? How can I create a pictogram? How can I show information that I have collected?
Assessment Check Points	 Children who are secure will be able to: Use technology safely and respectfully, keeping personal information private; identify where to gofor help and support when they have concerns about content or contact on the internet or other online technologies. 	 Children who are secure will be able to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	 Children who are secure will be able to: 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. 	Children who are secure will be able to: • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	 Children who are secure will be able to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Spring 2

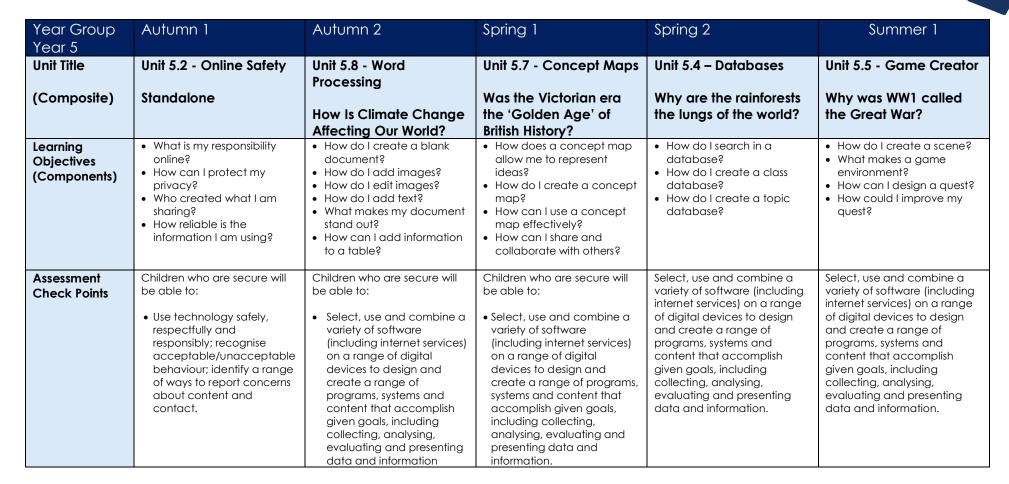
Year Group Year 2	Autumn 1	Spring 2	Summer 1	Summer 2
Unit Title	Online Safety	Unit 2.1 – Coding	Unit 2.4 – Questioning	Unit 2.5 – Effective Searching
(Composite)	Standalone	How could I explore the United Kingdom?	What is the weather like around the world?	Why is our World amazing?
Learning Objectives (Components)	 How do I search and share? What is an email? What is my digital footprint? 	 What is an algorithm? What is collision detection? How can I add timers? What are the different object types? What is the function of a button? How can I debug a program? 	 How can I create a pictogram? How can I separate information? What is a binary tree? How can I organise information into a binary tree? How can I answer questions using a database? 	 What makes an effective internet search? What is a search engine? How can I show my knowledge of effective internet searches?
Assessment Check Points	 Children who are secure will be able to: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	 Children who are secure will be able to: 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. 	 Children who are secure will be able to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	 Children who are secure will be able to: Recognise common uses of information technology beyond school.

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Year Group Year 3	Autumn 1	Autumn 2	Spring 2	Summer 2
Unit Title	Online Safety	Unit 3.1 – Coding	Unit 3.3 – Spreadsheets	Unit 3.9 Presenting (MS PowerPoint)
(Composite)	Standalone	What are rivers and how are they used?	Are all settlements the same?	What is Italy like today?
Learning Objectives (Components)	 How do numbers make our passwords safer? Can we believe everything we read? What makes content appropriate? 	 What is a flowchart? What are the different types of timers? How do I repeat a command automatically? How can I debug code? How can I create an interactive river scene? 	 How can I present information? How can I navigate a spreadsheet? What is a formula? How can tools help me? How can I create a line graph? How can I collect and display information? 	 How do I explore Powerpoint? How can I add media? What does animation add to my slide? How can I add timings? How can I share my learning?
Assessment Check Points	 Children who are secure will be able to: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	 Children who are secure will be able to: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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 	 Children who are secure will be able to: 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. 	 Children who are secure will be able to: 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



Year Group Year 4	Autumn 1	Autumn 2	Spring 2
Unit Title	Online Safety	Unit 4.6 – Animation	Unit 4.5 – Logo
(Composite)	Standalone	Were the Saxon times really the 'Dark Ages'?	How should we remember the Vikings?
Learning Objectives (Components)	 How can my digital footprint aid identify theft? What are the risks of installing software? What is plagiarism? How much time should I spend on my device? 	 What makes a good animated film? How does onion skinning help me to animate? How can I animate still images? 	 How can I move the cursor? How can I create shapes and letters? What does the repeat command do? How can I build a procedure?
Assessment Check Points	 Children who are secure will be able to: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	 Children who are secure will be able to: 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. 	 Children who are secure will be able to: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs





Year Group Year 6	Autumn 1	Autumn 1	Autumn 2	Spring 1	Summer 2
Unit Title (Composite)	Online Safety Standalone	Unit 6.9 – Spreadsheets (8) World War 2	Unit 6.1 – Coding (6) What is life like in the Alps?	Unit 6.4 – Blogging (4) How has Crime and Punishment changed?	Unit 6.5 – Text Adventures (4) Can I find my way home?
Learning Objectives (Components)	 What are the risks of messaging online? What is appropriate online behaviour? Why should I monitor my screen time? 	 What is a spreadsheet? How can I use a spreadsheet to make calculations? How can a spreadsheet model a situation? How can I organise my data? What is a formula? How can I use graphs to understand data? How can I use a spreadsheet to plan a cake sale? 	 How can I design a complex program? How can functions help me? How does a flowchat work? What are different user inputs? How do text-based adventures work? 	 What is the purpose of a blog? What makes a blog interesting? How do I write a blog? How do I share and comment? 	 What Is a Text Adventure? How can a story board help me? What code is required for a game? How do I improve and debug my game?
Assessment Check Points	Children who are secure will be able to: • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	 Children who are secure will be able to: 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. 	 Children who are secure will be able to: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	Children who are secure will be able to: • 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.	 Children who are secure will be able to: 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.