



Computing Curriculum Overview

Year R						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ELG and DM links	<p>Understanding the World Continue developing positive attitudes about the differences between people.</p> <p>Comment on images of familiar situations in the past.</p> <p>Mathematics Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Expressive arts and design Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Building Relationships Work and play cooperatively and take turns with others</p> <p>Understanding the world Use all their senses in hands-on exploration of natural materials. Explore the natural world around them.</p> <p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Mathematics Discuss routes and locations, using words like 'in front of' and 'behind'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Continue, copy and create repeating patterns. Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.</p> <p>Active Learning Respond to new experiences that you bring to their attention</p>	<p>The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Understanding the world -Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Building relationships Work and play cooperatively and take turns with others;</p> <p>Active Learning Respond to new experiences that you bring to their attention</p> <p>Creating and Critically thinking Review their progress as they try to achieve a goal. Check how well they are doing</p> <p>Mathematics Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Building relationships Work and play cooperatively and take turns with others</p> <p>Creating and thinking critically Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Understanding the world -Talk about members of their immediate family and community. - Name and describe people who are familiar to them - Draw information from a simple map</p> <p>Mathematics -Continue, copy and create repeating patterns -Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern - Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Communication and Language Understand a question or instruction that has two parts</p> <p>Understanding the world Comment on images of familiar situations in the past Explore how things work. Talk about the differences between materials and changes they notice.</p> <p>Playing and exploring Plan and think ahead about how they will explore or play with objects.</p> <p>Creating with materials Make use of props and materials when role playing characters in narratives and stories</p> <p>Building relationships Work and play cooperatively and take turns with others</p> <p>Expressive art and design Develop storylines in their pretend play Develop their own ideas and then decide which materials to use to express them</p> <p>PSED Play with one or more other children, extending and elaborating play ideas</p>	<p>Active Learning Bring their own interests and fascinations into early years settings. Respond to new experiences that you bring to their attention Begin to correct mistakes themselves.</p> <p>Creating and thinking critically Help children to extend their ideas through sustained discussion that goes beyond what they, and you have noticed.</p> <p>Communication and language Use talk to help work out problems and organise thinking and activities, and to explain</p> <p>Mathematics -Count objects, actions, and sounds. - Compare numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Expressive arts and design Provide opportunities to work together to develop and realise creative ideas.</p>
	<p><i>Barefoot Busy Bodies</i></p> <p>To label basic parts of the body.</p> <ul style="list-style-type: none"> • Head • Arm • Tummy • Leg <p>Recognise how I have changed since I was a baby.</p> <p>Follow a basic algorithm – heads shoulders knees and toes dance</p>	<p><i>Barefoot Awesome autumn</i></p> <p>To be able to order instructions (recipe)</p> <p>Following an algorithm (making soup)</p> <p>To be able to find my way through a maze</p> <p>To create a natural pattern</p>	<p><i>Barefoot Springtime</i></p> <p>To be able to recognise the key features of a scarecrow</p> <p>To work out how solve a problem (protecting the seeds)</p> <p>To be able to give directions</p> <p>To be able to sequence pictures</p> <p>To be able to follow pictorial instructions</p>	<p><i>Barefoot People who help us</i></p> <p>To be able to navigate a simple map</p> <p>To identify patterns on emergency vehicles</p> <p>To be able to create my own pattern</p> <p>To be able to identify the key features of a uniform</p>	<p><i>Barefoot Boats Ahoy!</i></p> <p>To be able to predict if something floats or sinks</p> <p>To be able to sort objects into floating and sinking</p> <p>To be able to role-play different boat activities</p> <p>To be able to follow instructions to make a simple boat</p>	<p><i>Barefoot Summer fun!</i></p> <p>To be able to organise objects into a visual pictogram</p> <p>To be able to create an imaginary map</p> <p>To be able to recognise 2D shapes in pictures</p> <p>To be able to create my own seaside picture using 2D shapes.</p>



Computing Curriculum Overview

Year 1						
Computing Curriculum		<p>Digital literacy To log in safely. To start to understand the idea of 'ownership' of their creative work.</p> <p>Computer science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Computer science 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.</p>	<p>Computer science 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.</p>	<p>Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
Computing outcomes		<p><u>Online safety</u> To be able to keep my login information safe To be able to save my work in a safe place</p> <p><u>Lego builders</u> To be able to explain that an algorithm is a set of instructions</p> <p>To be able to work out what is wrong when the steps are out of order in instructions.</p> <p>To be able to explain that a computer program turns an algorithm into code that the computer can understand</p>	<p><u>Maze explorers</u> To be able to make good guesses of what is going to happen in a program. For example, where the turtle might go.</p> <p>To be able to explain that an algorithm is a set of instructions.</p> <p><u>Pictograms</u> To be able to change content on a file such as text, sound and images</p> <p>To be able to name my work.</p> <p>To be able to save my work.</p> <p>To be able to find my work.</p>	<p><u>Coding</u> To be able to say that if something does not work how it should it is because my code is incorrect.</p> <p>To be able to try and fix my code if it isn't working properly</p> <p>To be able to explain that a computer program turns an algorithm into code that the computer can understand</p>	<p><u>Grouping and sorting</u> To be able to apply a logical process when sorting and grouping a range of objects</p> <p>I know what sound, pictures and text are</p> <p><u>Technology outside of school</u> To be able to say what technology is.</p> <p>To be able to say what examples of technology are in school.</p> <p>To be able to say what examples of technology are at home.</p>	<p><u>Animated stories</u> To be able to add sound, pictures and text to a program such as 2Create a Story.</p> <p>To be able to change content on a file such as text, sound and images</p>



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Year 2						
	<p>Digital Literacy</p> <p>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.</p> <p>Digital Literacy</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Computer Science</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Information Technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Information Technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Information Technology</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	
Computing Outcomes	<p>Online safety</p> <p>To be able to report unkind behaviour and things that upset me online, to a trusted adult</p> <p>To be able to see where technology is used at school such as in the office.</p> <p>To be able to share work and communicate electronically</p> <p>Effective Search</p> <p>To be able to find the information I need using a search engine.</p> <p>I know the consequences of not searching online safely</p>	<p>Coding</p> <p>To be able to explain an algorithm is a set of instructions to complete a task.</p> <p>To be able to design a simple program using 2Code that achieves a purpose.</p> <p>To be able to find and correct some errors in a program.</p> <p>To understand that my creations in 2Code, need similar skills to the adult world.</p>	<p>Making Music</p> <p>To be able to edit digital data such</p> <p>To be able to name, save and find my work.</p> <p>Questioning (cont. Spr2)</p> <p>To be able to organise data – for example, using a database such as 2Investigate.</p> <p>To be able to find data using specific searches – for example, using 2Investigate.</p> <p>To be able to use several programs to organise information</p>	<p>Questioning – cont from Spr1</p> <p>Presenting Ideas</p> <p>To be able to include photos, text and sound in their creations.</p> <p>To be able to use several programs to organise information</p>	<p>Creating pictures</p> <p>To be able to include photos, text and sound in their creations.</p> <p>To be able to name, save and find my work.</p> <p>To be able to share work safely</p>	