National Curriculum Coverage and Progression

Subject: **Computing**	Cycle: **A**

EYFS Characteristics of Effective Learning:

Playing and Exploring	**Active Learning**	**Creating and Thinking Critically**
Finding out and exploring;	Being involved and concentrating	Having their own ideas
Using what they know in their play	Keeping on trying	Using what they already know to learn new things
Be willing to have a go	Enjoying and achieving what they set out to do	Choosing ways to do things and finding new ways

EYFS Early Learning Goals:

Computing is no longer assessed within the EYFS

Personal, Social, Emotional Development- Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reason for rules, know right from wrong and try to behave accordingly

Expressive Arts and Design – Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

EYFS Continuous Provision opportunities:

<u>Exposure to variety of age appropriate software:</u>

Class Laptops and Interactive Whiteboard (Purple Mash - Phonics 1, Simply city, Simply maths, 2Simple paint; Readwith fonics – Phonics activities; Phonics Play – Buried Treasure; Oxford Owl – e-books; Topmarks maths)

Talking Tins

Listening games (CD player)

Bee Bots – programming to reach a certain destination.

Vocabulary:			**Resources:**
Internet	Mouse	Share	Class Laptops
Website	Images	Create	Interactive Whiteboard
Equipment	Keyboard	Collect	LearnPads
Buttons	Monitor	Photographs	Beebots
Movement	Paint	Count	
Screen	Technology	Organise	

	Year 1/2	Year 3/4	Year 5/6
Autumn	<u>Explorers</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<u>Historical Hambledon</u> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • Use technology safely, respectfully and responsibly	<u>Race to Space</u> • 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
Spring	<u>Toys</u> • 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 • 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.	<u>British Study beyond 1066: Crime and Punishment</u> • 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 • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Shang Dynasty</u> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Summer	**Queens** • Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Rainforest** • 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 • 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 • Use technology safely, respectfully and responsibly	**British Study beyond 1066: Warfare** • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour • 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

National Curriculum Coverage and Progression

Subject: **Computing**		Cycle: **B**
EYFS Characteristics of Effective Learning:		
Playing and Exploring	**Active Learning**	**Creating and Thinking Critically**
Finding out and exploring;	Being involved and concentrating	Having their own ideas
Using what they know in their play	Keeping on trying	Using what they already know to learn new things
Be willing to have a go	Enjoying and achieving what they set out to do	Choosing ways to do things and finding new ways
EYFS Early Learning Goals: Computing is no longer assessed within the EYFS **Personal, Social, Emotional Development- Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reason for rules, know right from wrong and try to behave accordingly **Expressive Arts and Design – Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
EYFS Continuous Provision opportunities: <u>Exposure to variety of age appropriate software:</u> Class Laptops and Interactive Whiteboard (Purple Mash - Phonics 1, Simply city, Simply maths, 2Simple paint; Readwith fonics – Phonics activities; Phonics Play – Buried Treasure; Oxford Owl – e-books; Topmarks maths) Bee Bots – programming to reach a certain destination.		
Vocabulary:		**Resources:**
Internet	Mouse	Share	Class Laptops
Website	Images	Create	Interactive Whiteboard
Equipment	Keyboard	Collect	LearnPads
Buttons	Monitor	Photographs	Beebots
Movement	Paint	Count	
Screen	Technology	Organise	

	Year 1/2	Year 3/4	Year 5/6
Autumn	<u>Great Fire of London</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • 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.	<u>Stone Age</u> • 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 • 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 • Use technology safely, respectfully and responsibly	<u>Egyptians</u> • 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 • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour
Spring	<u>Transport</u> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • 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.	<u>Romans</u> • 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 • Use technology safely, respectfully and responsibly • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Ancient Greeks</u> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Summer	<u>Titanic</u> • 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 • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully	<u>Anglo-Saxons/Vikings</u> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 • Use technology safely, respectfully and responsibly	<u>Mayans</u> • 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 • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour • 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