

COMPUTING CURRICULUM AND PROGRESSION

We believe that pupils have the right to access outstanding ICT and learn new appropriate skills in order to provide them the best opportunities in the technological world that they live in.

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
N	<p>THIS IS ME</p> <p><u>Understanding the world</u></p> <p>*I can explore how things work</p> <p>Support children in exploring technological toys.</p> <p>Using wind-up toys, pulling cars backwards and releasing.</p>	<p>SPECIAL TIMES</p> <p><u>Personal, Social and Emotional Development</u></p> <p>*I can increasingly follow rules, understanding why they are important.</p> <p>Talk about ICT apparatus, what it does, what they can do with it and how to use it safely.</p>	<p>ONCE UPON A TIME</p> <p><u>Understanding the world</u></p> <p>*I can explore how things work</p> <p>Asking children to press the green man button when waiting to cross on school trips.</p>	<p>SPACE: OUT OF THIS WORLD</p> <p><u>Physical development:</u></p> <p>*I can match my developing physical skills to tasks and activities in the setting.</p> <p><u>Understanding the world</u></p> <p>*I can explore how things work</p> <p>Let children use the photocopier to photocopy their own pictures.</p> <p>Provide torches, radios, simple music players for the children to operate. Show children how to print using 2Simple software</p>	<p>NATURE DETECTIVES; MUDDY FACES, AMAZING PLACES</p> <p><u>Understanding the world</u></p> <p>*I can explore how things work</p> <p>Talk about why things happen or how things work.</p>	<p>PIRATES: A LIFE ON THE OCEAN WAVE</p> <p><u>Personal, Social and Emotional Development</u></p> <p>*I can increasingly follow rules, understanding why they are important.</p> <p>Draw attention to ICT apparatus and how we use. Google searches with children.</p>
R	<p>MARVELLOUS ME</p> <p><u>Personal, Social and Emotional Development</u></p> <p>*I can show resilience and perseverance in the face of a challenge</p> <p><u>Expressive Arts and Design</u></p> <p>*I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><u>Creating with Materials</u></p> <p>*I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>Using iPad and cameras to take photos.</p> <p>Using voice recorders to retell story</p>	<p>JULIA DONALDSON</p> <p><u>Physical Development</u></p> <p>*I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</p> <p><u>Expressive Arts and Design</u></p> <p>*I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><u>Creating with Materials</u></p> <p>*I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Using 2Paint – changing colours.</p> <p>Using iPad and camera taking photos</p> <p>2Simple number recognition</p>	<p>THE WORLD AROUND US</p> <p><u>Personal, Social and Emotional Development</u></p> <p><u>Managing Self</u></p> <p>*I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)</p> <p>*I can explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)</p> <p>Google earth as class</p> <p>Using internet to search China as a group</p> <p>2Simple sorting</p>	<p>TRADITIONAL TALES</p> <p><u>Personal, Social and Emotional Development</u></p> <p>*I can show resilience and perseverance in the face of a challenge</p> <p><u>Expressive Arts and Design</u></p> <p>*I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><u>Creating with Materials</u></p> <p>*I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Using iPad to video themselves</p> <p>Using Beebots – forwards and backwards</p> <p>2Simple – house building</p> <p>Using phones, computers, cameras</p>	<p>IN THE GARDEN</p> <p><u>Personal, Social and Emotional Development</u></p> <p>*I can show resilience and perseverance in the face of a challenge</p> <p><u>Expressive Arts and Design</u></p> <p>*I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Using electronic magnifying glasses</p> <p>Using Beebots – forwards and backwards</p> <p>2Simple- choosing colours and shapes</p> <p>Cash registers, phones, metal detectors</p>	<p>DINOSAURS</p> <p><u>Expressive Arts and Design</u></p> <p>*I can explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p><u>Personal, Social and Emotional Development</u></p> <p><u>Managing Self</u></p> <p>*I can be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG)</p> <p>*I can explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)</p> <p>*I know and can talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'</p> <p>Class internet searches</p> <p>Using voice recorders to retell story</p> <p>Use video recorder</p>
1	<p>INTO THE WOODS</p> <p>*recognise common uses of information technology beyond school</p> <p>*use technology purposefully to create, organise, store, manipulate, and retrieve digital content</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>Using Paintz app</p>	<p>TELL ME A STORY</p> <p>*use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>Using Paintz app to paint in the style of Henri Matisse and Piet Mondrian</p>	<p>MUCK, MESS AND MIXTURES</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>*recognise common uses of information technology beyond school</p> <p>Using floor robots</p>	<p>PAWS, CLAWS AND WHISKERS</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>*use technology safely and respectfully</p> <p>Assigning data (images) with different labels</p>	<p>EXPLORATION AND DISCOVERY</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>*use technology safely and respectfully, keeping personal information private</p> <p>Using word processor to add and alter text</p>	<p>OLYMPICS</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>Introduction to Scratch Jnr</p>
2	<p>ME AND MY COMMUNITY</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>*recognise common uses of information technology beyond school</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>IT beyond school</p>	<p>HORRIBLE HISTORY</p> <p>*use technology purposefully to create, organise, store, manipulate, and retrieve digital content</p> <p>*recognise common uses of information technology beyond school</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>Using Pixlr to edit and adjust photographs</p>	<p>WHERE THE WILD THINGS ARE</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>*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>Designing, creating and testing a mat for floor robots</p>	<p>WHERE THE WILD THINGS ARE</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</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>Using j2e to create pictograms</p>	<p>HOME AND AWAY</p> <p>*use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Using Chrome music lab to generate music digitally</p>	<p>WEIRD, WACKY AND WONDERFUL</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>Creating own quizzes on Scratch Jnr</p>