



EYFS/KS1 Computing Overview



		Autumn	Spring	Summer
EYFS	Topic	All about me/Super Me/Food & Drink	Paw, Claws and Whiskers/Fun on the Farm/ Jungle Fun/Under the Sea	Growing Magic/Flutterby Butterfly/Hot and Cold, Fire & Ice
	Understanding The World, Expressive Arts and Design and Personal, Social and Emotional Development	<p>Digital Literacy Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. (Personal, Social and Emotional Development) Scarf Objectives - <u>Keeping Myself safe</u> - *Think about how to recognise things that might not be safe. *Share ideas about activities that are safe to do on electronic devices. *What to do and who to talk to if they feel unsafe online.</p> <p>Focus - CD player introduction. How to use it and change CDs. Headphones on and off. Variety of stories and dough disco following guided instruction through rocket activities. Child initiated sessions exploring the listening station through choice.</p>	<p>Information Technology/ Digital Literacy Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. (Personal, Social and Emotional Development) Scarf Objectives - <u>Keeping Myself safe</u> - *Think about how to recognise things that might not be safe. *Share ideas about activities that are safe to do on electronic devices. *What to do and who to talk to if they feel unsafe online. <i>*Safer internet day.</i></p> <p>Focus – iPad unit 1 – Taking photos and videos of a chosen object in different places in the school setting. Child initiated sessions exploring the listening station through choice. Clever touch unit 1 – Exploring a variety of apps and screens to complete tasks by following instructions.</p>	<p>Computer Science <u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> • Creating with Materials ELG. <p>*Share their creations, explaining the process they have used. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <u>Understanding the world</u></p> <ul style="list-style-type: none"> • The Natural World ELG <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants. Scarf Objectives - <u>Keeping Myself safe</u> - *Think about how to recognise things that might not be safe. *Share ideas about activities that are safe to do on electronic devices. *What to do and who to talk to if they feel unsafe online.</p> <p>Focus – iPad unit 2 - introduction Exploring phonic/maths apps and word processing. Develop understanding of how to change colour, font and size. Child initiated sessions exploring the listening station through choice. Clever touch unit 2 – drawing pictures using the drawing programme. Paint tools skills. Printed picture in topic books.</p>
	Online Safety	<p>See Computing overview for details and links/PowerPoints. <u>Autumn 2</u> Child Focus E safety</p> <ul style="list-style-type: none"> - How to deal with pop ups introduction - Talking to grown ups 	<p><u>Spring 1</u> Buddy the dog –</p> <ul style="list-style-type: none"> - How to deal with pop ups - How to deal with inappropriate content <p>Should you chat online? <u>Spring 2</u> Digiduck’s big decision – how to be a good friend on the internet.</p>	<p><u>Summer 1 and 2</u> Video 1. Watching video and covering a selection of activities (Jessie & Friends)</p>

Yr 1	Topic	Toy Story	Eager Explorers	Fighting Fit
	Pupils should be taught about	<p>Digital Literacy 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. <i>Childnet & Think U Know – see e-safety plan</i></p> <p>Computer Science Recognise common uses of information technology beyond school. <i>Understand what a computer is and does To log on</i></p>	<p>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <i>Using ipads to take photos</i> <i>What makes a good photo, how can we improve the photos we take.</i> <i>Cross-curricular – take photos of a character going on a journey around the school grounds/world.</i></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. <i>Scratch Jnr on ipads</i></p>
		<p>Information Technology <i>Paint</i> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <i>Understand the different tools in paint and different effects that can be created</i> <i>Re-create art in the style of Jackson Pollock & Mondrian</i> <i>Create a Christmas card.</i></p>	<p>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <i>Word – To use a keyboard to input text</i> <i>To edit text</i> <i>Format font of text</i></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. <i>Scratch Jnr on ipads</i></p>
	Online Safety	<p>Digital Literacy 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. <i>Continuous</i></p>	<p>Digital Literacy 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. <i>Continuous</i></p>	<p>Digital Literacy 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. <i>Continuous</i></p>
Outcome	To <i>create a Christmas card using MS paint</i>	To <i>take photos of a character going on a journey around the school grounds/world.</i> To <i>type simple captions.</i>	To <i>create algorithms which make more than 1 character move and make sound.</i>	
Yr 2	Topic	Towers and Turrets	London's Burning	Bugs Life
	Pupils should be taught about	<p>Digital Literacy Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they</p>	<p>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>

		<p>have concerns about content or contact on the internet or other online technologies. Childnet & Think U Know – see e-safety plan</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. Scratch Jnr on ipads</p>	<p>Word – to use tables to create information (link to science – materials)</p>	<p>Data handling – Smart technology</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. Scratch Jnr on ipads</p>	<p>Digital Literacy Cross-curricular link to Great Fire of London, consolidate and improve understanding. http://www.fireoflondon.org.uk/game/</p>	<p>Information Technology/Digital Literacy Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Research pictures/facts about minibeasts & add to presentation (use kidrex or other child friendly search engine) Use a keyword to research about a topic To recognise if a site is safe</p>
	Online Safety	<p>Digital Literacy 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. Continuous</p>	<p>Digital Literacy 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. Continuous</p>	<p>Digital Literacy 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. Continuous</p>
	Outcome	<p>To create algorithms which make more than 1 character move and make sound.</p>	<p>To create and complete a table to show the properties of materials.</p>	<p>To investigate and record the most popular minibeasts in the nature area. To create a poster about a minibeast.</p>

<p><u>KS1 Pupils should be taught</u></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. Create and debug simple programs.</p>
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	<p>Use logical reasoning to predict the behaviour of simple programs.</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>