

**EYFS:**

Characteristics of Effective Learning: Respond to new experiences that you bring to their attention. Take part in simple pretend play.

Communication and Language: Enjoy singing, music and toys that make sounds. Ask questions to find out more

Personal, Social and Emotional Development: Select and use activities and resources, with help when needed. Remember rules without needing an adult to remind them. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'

Physical Development: Develop manipulation and control. Explore different materials and tools. Match their developing physical skills to tasks and activities in the setting.

Understanding the world: Explore how things work.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 NC	Who am I and what can I do? <u>We are Painters - Illustrating an e-book</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.	Castles <u>We are Programmers - Programming on screen</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.	Why is the Rainforest important? <u>We are opinion pollsters - Collecting and analysing data</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. • 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.	The Age of Change- Victorian innovation History Heroes <u>We are toy designers - Prototyping an interactive toy</u> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. • Use sequence, selection, and repetition in programs; work with 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.	Material magic <u>We are game developers</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...	Conflict and resolution <u>We are app planners</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. • Work with ... various forms of input and output.
Autumn 2 NC	Home sweet home <u>We are TV Chefs - Filming the steps of a recipe</u> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school.	Celebrations around the world <u>We are Photographers - Taking better photos</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	Rainforest civilisation: <u>We are communicators - Communicating safely on the Internet</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. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a	Fire and Ice <u>We are co-authors - Producing a wiki</u> • Solve problems by decomposing them into smaller parts. • 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.	Ere Be Dragons <u>We are bloggers</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. • 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	Crime and punishment <u>We are project managers</u> • Solve problems by decomposing them into smaller parts. • 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.



	<ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. 	<p>when they have concerns about content or contact on the internet or other online technologies.</p>	<p>range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> • Use ... a variety of software (including internet services) ... to ... create ... content ... including ... presenting information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • ... be discerning in evaluating digital content. 	<ul style="list-style-type: none"> • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Be discerning in evaluating digital content. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Spring 1 NC	<p>What is life like in UK? <u>We are celebrating - create an E-card</u></p> <ul style="list-style-type: none"> • 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. 	<p>Changes: <u>We are Games Testers - Exploring how computer games work</u></p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private. 	<p>The stone Age <u>We are programmers - Programming animation</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. • Use sequence ... in programs; work with variables and various forms of input and output. • Use logical reasoning to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information. 	<p>What's eating you? <u>We are software developers - Developing a simple educational game</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals. • 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. 	<p>History of space and time- History Heroes <u>We are cryptographers</u></p> <ul style="list-style-type: none"> • 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Make a difference <u>We are market researchers</u></p> <ul style="list-style-type: none"> • 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.
Spring 2 NC	<p>Life in the Capital <u>We are treasure hunters - Using programmable toys</u></p> <ul style="list-style-type: none"> • 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>How does your garden grow? <u>We are Researchers - Researching a topic</u></p> <ul style="list-style-type: none"> • 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 	<p>Sounds Rubbish <u>We are presenters - Videoring a performance</u></p> <ul style="list-style-type: none"> • 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. • Work with various forms of input and output. 	<p>Lights CAMERA ACTION <u>We are musicians - Producing digital music</u></p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Understand computer networks including the internet; ... and the opportunities they offer for communication and collaboration. • Be discerning in evaluating digital content. 	<p>Material world <u>We are architects</u></p> <ul style="list-style-type: none"> • 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, 	<p>Heart and soul- health and wellbeing <u>We are interface designers</u></p> <ul style="list-style-type: none"> • 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



	<ul style="list-style-type: none"> Recognise common uses of information technology beyond school. 	<p>about content or contact on the internet or other online technologies.</p>	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. 	<ul style="list-style-type: none"> 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. 	<p>evaluating and presenting data and information.</p>	<p>work and to detect and correct errors in algorithms and programs.</p> <ul style="list-style-type: none"> 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. Be discerning in evaluating digital content. Recognise acceptable/unacceptable behaviour.
<p>Summer 1 NC</p>	<p>What a wonderful world <u>We are collectors - Finding images using the web.</u></p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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. Recognise common uses of information technology beyond school. 	<p>Off we go-Journeys <u>We are Detectives (Email) - collecting clues</u></p> <ul style="list-style-type: none"> 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. 	<p>Ooo la la - Vive la France <u>We are vloggers - Making and sharing a short screencast presentation</u></p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web. 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 content that accomplish given goals, including collecting, analysing, evaluating and presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Dartmoor Life- <u>We are meteorologists - Presenting the weather</u></p> <ul style="list-style-type: none"> Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. 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. 	<p>Circle of life <u>We are artists</u></p> <ul style="list-style-type: none"> 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. 	<p>Where have we come from? Where are we going? <u>We are app developers</u></p> <ul style="list-style-type: none"> 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.



Summer 2 NC	Exploration <u>We are storytellers - Create a talking book.</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 ...	A Bug's life <u>We are Zoologists - Collecting data about minibeasts</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.	Life on the high seas: <u>We are bug fixers - Finding and correcting bugs in programs.</u> • Debug programs that accomplish specific goals. • 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.	Southwest settlement <u>We are HTML editors - Editing and writing HTML</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 technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. • Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.	Powerful Planet <u>We are Web Developers</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.	Take a bow <u>We are marketeers</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) ... to design and create ... content that accomplishes given goals, including collecting, analysing, evaluating and presenting ... information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
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