

We use the Teach Computing Curriculum for our KS1 and KS2 curriculum.

Within the new EYFS curriculum, the 'Technology' strand has been removed from 'Understanding the World' and has not been replaced with any updated guidance. However, computing and technology are still vitally important subjects to teach to Foundation children, therefore children are introduced to key vocabulary, concepts, problem solving skills and real world technology in order to prepare them for their computing lessons further on in school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E Y F S	<p><u>Introduction to computational thinking and vocabulary</u></p> <p>Children will be introduced to vocabulary around computing, which teachers will use in their everyday language. Children will have opportunities and be encouraged to show problem solving, resilience and curiosity in their play.</p> <ul style="list-style-type: none"> • Mouse, keyboard, login, search, internet, online, webpage • Pressing buttons to: change volume, turn on/off • Children will have opportunities to compose their own questions and use the internet alongside an adult to find the answer 		<p><u>Using real technology in role play</u></p> <p>Children will have time to explore and tinker with non-working technology they may be familiar with in their own homes and role play how this is used, ask questions and explore possibilities for use.</p> <ul style="list-style-type: none"> • Laptops • Mobile phones • Landline phones • Cameras • TV remotes • Washing machine • Traffic lights 		<p><u>Introduction to real world technology</u></p> <p>Children will now be introduced to working technology and allowed to use their understanding of buttons and function to investigate how to use it.</p> <ul style="list-style-type: none"> • Remote control toys • Battery operated toys • Beebots • CD players • Interactive white boards (Top maths / Google Earth) • Tablets (taking photos/videos) 	

y e a r 1	<u>Technology around us</u> <ol style="list-style-type: none"> 1. Technology around us 2. Using technology 3. Developing mouse skills 4. Using a computer keyboard 5. Developing keyboard skills 6. Using a computer responsibly 	<u>Digital painting</u> <ol style="list-style-type: none"> 1. How can we paint using computers? 2. Using shape and lines 3. Making careful choices 4. Why did I choose that? 5. Painting all by myself 6. Comparing computer art and painting 	<u>Making a moving robot</u> <ol style="list-style-type: none"> 1. Buttons 2. Directions 3. Forwards and backwards 4. Four directions 5. Getting there 6. Routes 	<u>Grouping data</u> <ol style="list-style-type: none"> 1. Label and match 2. Group and count 3. Describe an object 4. Making different groups 5. Comparing groups 6. Answering questions 	<u>Digital writing</u> <ol style="list-style-type: none"> 1. Exploring the keyboard 2. Adding and removing text 3. Exploring the toolbar 4. Making changes to text 5. Explaining my choices 6. Pencil or keyboard? 	<u>Programming animation</u> <ol style="list-style-type: none"> 1. Comparing tools 2. Joining blocks 3. Make a change 4. Adding sprites 5. Project design 6. Following my design
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Year 2	<u>Information technology around us</u> <ol style="list-style-type: none"> 1. What is IT? 2. IT in school 3. IT in the world 4. The benefits of IT 5. Using IT safely 6. Using IT in different ways 	<u>Digital painting</u> <ol style="list-style-type: none"> 1. Taking photographs 2. Landscape or portrait? 3. What makes a good photograph? 4. Lighting 5. Effects 6. Is it real? 	<u>Robot algorithms</u> <ol style="list-style-type: none"> 1. Giving instructions 2. Same but different 3. Making predictions 4. Mats and routes 5. Algorithm design 6. Break it down 	<u>Pictograms</u> <ol style="list-style-type: none"> 1. Counting and comparing 2. Enter the data 3. Creating pictograms 4. What is an attribute? 5. Comparing people 6. Presenting information 	<u>Digital music</u> <ol style="list-style-type: none"> 1. How music makes us feel 2. Rhythms and patterns 3. How music can be used 4. Notes and tempo 5. Creating digital music 6. Reviewing and editing music 	<u>Programming quizzes</u> <ol style="list-style-type: none"> 1. Scratch Jr recap 2. Outcomes 3. Using a design 4. Changing a design 5. Designing and creating a program 6. Evaluating

Year 3	<u>Connecting computers</u> <ol style="list-style-type: none"> How does a digital device work? What parts make up a digital device? How do digital devices help us? How am I connected? How are computers connected? What does our school network look like? 	<u>Stop frame animation</u> <ol style="list-style-type: none"> Can a picture move? Frame by frame What's the story? Picture perfect Evaluate and make it great! Lights, camera, action! 	<u>Sequencing sounds</u> <ol style="list-style-type: none"> Introduction to Scratch Programming sprites Sequences Ordering commands Looking good Making an instrument 	<u>Branching databases</u> <ol style="list-style-type: none"> Yes or no questions Making groups Creating a branching database Structuring a branching database Planning a branching database Making a dinosaur identifier 	<u>Desktop publishing</u> <ol style="list-style-type: none"> Words and pictures Can you edit it? Great template! Can you add content? Lay it out Why desktop publishing? 	<u>Events and actions in programmes</u> <ol style="list-style-type: none"> Moving a sprite Maze movement Drawing lines Adding features Debugging movement Making a project
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y e a r 4	<u>The internet</u> <ol style="list-style-type: none"> 1. Connecting networks 2. What is the internet made of? 3. Sharing information 4. What is a website? 5. Who owns the web? 6. Can I believe what I read? 	<u>Audio production</u> <ol style="list-style-type: none"> 1. Recording sound 2. Editing audio 3. Planning a podcast 4. Creating a podcast 5. Combining audio 6. Evaluating podcasts 	<u>Repetition in shapes</u> <ol style="list-style-type: none"> 1. Programming a screen turtle 2. Programming letters 3. Patterns and repeats 4. Using loops to create shapes 5. Breaking things down 6. Creating a program 	<u>Data logging</u> <ol style="list-style-type: none"> 1. Answering questions 2. Data collection 3. Logging 4. Analysing data 5. Data for answers 6. Answering my question 	<u>Photo editing</u> <ol style="list-style-type: none"> 1. Answering questions 2. Data collection 3. Logging 4. Analysing data 5. Data for answers 6. Answering my question 	<u>Repetition in games</u> <ol style="list-style-type: none"> 1. Using loops to create shapes 2. Different loops 3. Animate your name 4. Modifying a game 5. Designing a game 6. Creating your games
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y e a r 5	<u>Systems and searching</u> <ol style="list-style-type: none"> 1. Systems 2. Computer systems and us 3. Searching the web 4. Selecting search results 5. How search results are ranked 6. How are searches influenced? 	<u>Video production</u> <ol style="list-style-type: none"> 1. What is video? 2. Filming techniques 3. Using a storyboard 4. Planning a video 5. Importing and editing video 6. Video evaluation 	<u>Selection in physical computing</u> <ol style="list-style-type: none"> 1. Connecting Crumbles 2. Combining output components 3. Controlling with conditions 4. Starting with selection 5. Drawing designs 6. Writing and testing algorithms 	<u>Flat-file databases</u> <ol style="list-style-type: none"> 1. Creating a paper-based database 2. Computer databases 3. Using a database 4. Using search tools 5. Comparing data visually 6. Databases in real life 	<u>Vector drawing</u> <ol style="list-style-type: none"> 1. The drawing tools 2. Creating images 3. Making effective drawings 4. Layers and objects 5. Manipulating objects 6. Create a vector drawing 	<u>Selection in quizzes</u> <ol style="list-style-type: none"> 1. Exploring conditions 2. Selecting outcomes 3. Asking questions 4. Designing a quiz 5. Testing a quiz 6. Evaluating a quiz
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Year 6	<u>Communication and collaboration</u> <ol style="list-style-type: none"> Internet addresses Data packets Working together Shared working How we communicate Communicating responsibly 	<u>Webpage creation</u> <ol style="list-style-type: none"> What makes a good website? How would you lay out your web page? Copyright or copyWRONG? How does it look? Follow the breadcrumbs Think before you link! 	<u>Variables in games</u> <ol style="list-style-type: none"> Introducing variables Variables in programming Improving a game Designing a game Design to code Improving and sharing 	<u>Introduction to spreadsheets</u> <ol style="list-style-type: none"> Collecting data Formatting a spreadsheet What's the formula? Calculate and duplicate Event planning Presenting data 	<u>3D modelling</u> <ol style="list-style-type: none"> Introduction to 3D modelling Modifying 3D objects Make your own name badge Making a desk tidy Planning a 3D model Make your own 3D model 	<u>Sensing movement</u> <ol style="list-style-type: none"> The micro:bit Go with the flow Sensing inputs Finding your way Designing a step counter Making a step counter
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