

Computing Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics	Time Travellers Great Fire of London	Time Travellers Victorians	What came first? (Eggs)	What came first? Animals	Explorers Ernest Shackleton	Explorers Amelia Earhart Christopher Columbus
Computing Learning Objectives	<p>Teach 3 Programming A</p> <ul style="list-style-type: none"> To describe a series of instructions as a sequence. To explain what happens when we change the order of instructions. To use logical reasoning to predict the outcome of a program. To explain that programming projects can have code and artwork. To design an algorithm. To create and debug a program that I have written. 	<p>PM 2.5 Effective Searching</p> <ul style="list-style-type: none"> To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. <p>PM 2.8 Presenting Ideas</p> <ul style="list-style-type: none"> To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. 	<p>PM 2.1 Coding</p> <ul style="list-style-type: none"> To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different properties. To understand what different events do in code. To understand the function of buttons in a program. To understand and debug simple programs. 	<p>Teach 2 Digital Photography</p> <ul style="list-style-type: none"> To use a digital device to take a photograph. To make choices when taking a photograph. To describe what makes a good photograph. To decide how photographs can be improved. To use tools to change an image. To recognise that photos can be changed. 	<p>PM 2.4 Questioning</p> <ul style="list-style-type: none"> To learn about data handling tools that can give more information than pictograms. To use yes/no questions to separate information. To construct a binary tree to identify items. To use 2Question (a binary tree database) to answer questions. To use a database to answer more complex search questions. To use the Search tool to find information. 	<p>PM 2.7 Making Music</p> <ul style="list-style-type: none"> To make music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence. To edit and refine composed music. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence.
E-Safety	(link to PSHE) Media Balance and Well-Being How Technology Makes You Feel	Cyberbullying, Digital Drama & Hate Speech Pause for people	Relationships & Communication Device Advice - Our Device Charter	(link to PSHE) News and Media Literacy Device Advice - Managing Device Distractions	Privacy & Security Internet Traffic Light	Digital Footprint & Identity Pause & Think Online - Quick Bite
Trips/Visitors/ Enriching experiences			Safer Internet Day			

Computing Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics	Belonging		Toys		Once upon a time	
Computing Learning Objectives	<p>Teach 3 Moving a Robot</p> <ul style="list-style-type: none"> To explain what a given command will do. To act out a given word. To combine forwards and backwards commands to make a sequence. To combine four direction commands to make sequences. To plan a simple program. To find more than one solution to a problem. 	<p>Teach 5 Digital Writing</p> <ul style="list-style-type: none"> To use a computer to write. To add and remove text on a computer. To identify that the look of text can be changed on a computer. To make careful choices when changing text. To explain why I used the tools that I chose. To compare typing on a computer to writing on paper. 	<p>PM 1.9 Tech Outside School</p> <ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used. To record examples of technology outside school. <p>PM 1.3 Pictograms</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. <p>Photography</p> <ul style="list-style-type: none"> To use a digital still camera to take a picture. To understand the need to frame the image and keep the camera still. 	<p>Teach 2 Digital Painting</p> <ul style="list-style-type: none"> To describe what different freehand tools do. To use the shape tool and the line tools. To make careful choices when painting a digital picture. To explain why I chose the tools I used. To use a computer on my own to paint a picture. To compare painting a picture on a computer and on paper. 	<p>PM 1.7 Coding</p> <ul style="list-style-type: none"> To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what object and actions are. To understand what an event is. To use an event to control an object. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To plan and make a computer program. 	<p>PM 1.6 Animated Stories</p> <ul style="list-style-type: none"> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board.
E-Safety	Media Balance and Well-Being Pause for People	(link to PSHE) Cyberbullying, Digital Drama & Hate Speech Media Balance Is Important	Relationships & Communication Device Advice - Why We Pause for People	News and Media Literacy Media Balance Is Important - Quick Bite	Privacy & Security Safety in My Online Neighbourhood	Digital Footprint & Identity Device Advice - Caring for Our Devices
Trips/Visitors/ Enriching experiences			Safer Internet Day	Young V&A museum		

Computing Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics	Ourselves	Night and Day	Space	Traditional Tales	Growing	Habitats
Computing	EYFS incorporate technology into lessons and every day experiences to provide a foundation for Computing at Key Stage 1. The children will begin to engage in Computational thinking. 'Computational Thinking' is a set of problem-solving skills that we can use in everyday life.					
Suggested activities (non-statutory)	Barefoot – Busy Bodies Clevertouch – paint projects <i>Autumn leaves / big cats</i>	Purple Mash – paint projects <i>Firework / Christmas tree / Warm winter jumper</i>	Barefoot – Super space Link to UW – famous person Margaret Hamilton / Katherine Johnson Purple Mash – mashcam (astronaut) Paint projects <i>Moon</i> Clevertouch – paint projects <i>Chinese fan</i> Maths City - matching	Computational thinking – unplugged traditional tales beebot mat (then beebots) Clevertouch – paint projects <i>3 pigs house / Chick</i> Simple City - <i>houses</i>	Barefoot – springtime 2paint (mouse skills) Purple Mash paint project – <i>flower / 3 flowers / my garden</i>	Barefoot – Summer fun 2paint (mouse skills)
	<u>Ongoing</u> Walkie Talkie Sets / Metal Detectors / Clevertouch Sorting / pattern / pictograms – link to number / numerical patterns Sequencing stories					
E-Safety	Media Balance and Well-Being Meet the Digital Citizens - Arms	Cyberbullying, Digital Drama & Hate Speech Meet the Digital Citizens - Legs	Relationships & Communication Meet the Digital Citizens - Heart	News and Media Literacy Meet the Digital Citizens - Head	Privacy & Security Meet the Digital Citizens - Guts	Digital Footprint & Identity Meet the Digital Citizens - Feet
Trips/Visitors/ Enriching experiences			Safer Internet Day			

Computing Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Topics	All about me Celebrations		People who help us	Traditional tales	Growing	Mini-beasts
Computing	EYFS incorporate technology into lessons and every day experiences to provide a foundation for Computing at Key Stage 1. The children will begin to engage in Computational thinking. 'Computational Thinking' is a set of problem-solving skills that we can use in everyday life.					
Suggested activities (non-statutory)	Purple Mash paint project – <i>My Face</i>	Purple Mash paint project – <i>Rangoli pattern</i> 2Paint – <i>firework picture</i>	Purple Mash paint project – <i>Lantern</i> Puzzle - <i>Lantern</i>	Purple Mash paint project – <i>Gingerbread man</i> Purple Mash paint project - <i>Easter egg</i>	Barefoot - Springtime	Purple Mash paint project- <i>Snail / Butterfly / Minibeast</i>
	<u>Ongoing</u> Phones / walkie talkies / remote control cars / coding critters Simple City activities on Clevertouch linked to learning Sorting / pattern activities					
E-Safety			Relationships & Communication Smartie the Penguin for EYFS (Lesson Plan 1)	News and Media Literacy Smartie the Penguin Colouring Sheets	Privacy & Security Smartie the Penguin for EYFS (Lesson Plan 2)	Digital Footprint & Identity Digiduck's Famous Friend
Trips/Visitors/ Enriching experiences			Safer Internet Day			