

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

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

<b>Computing Reception</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Topics</b>	<b>Ourselves</b>	<b>Night and Day</b>	<b>Space</b>	<b>Traditional Tales</b>	<b>Growing</b>	<b>Habitats</b>
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 <b>Meet the Digital Citizens - Arms</b>	Cyberbullying, Digital Drama & Hate Speech <b>Meet the Digital Citizens - Legs</b>	Relationships & Communication <b>Meet the Digital Citizens - Heart</b>	News and Media Literacy <b>Meet the Digital Citizens - Head</b>	Privacy & Security <b>Meet the Digital Citizens - Guts</b>	Digital Footprint & Identity <b>Meet the Digital Citizens - Feet</b>
Trips/Visitors/ Enriching experiences			Safer Internet Day			

<b>Computing Nursery</b>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Topics</b>	<b>All about me Celebrations</b>		<b>People who help us</b>	<b>Traditional tales</b>	<b>Growing</b>	<b>Mini-beasts</b>
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 <b>Smartie the Penguin for EYFS (Lesson Plan 1)</b>	News and Media Literacy <b>Smartie the Penguin Colouring Sheets</b>	Privacy & Security <b>Smartie the Penguin for EYFS (Lesson Plan 2)</b>	Digital Footprint & Identity <b>Digiduck's Famous Friend</b>
Trips/Visitors/ Enriching experiences			Safer Internet Day			