

Computing Yearly Overview EYFS and KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Able to follow directions	Enjoys drawing and writing, on screen Seeks to acquire the basic skills in turning on and operating some digital equipment	Can talk about some of the things they have observed Shows their growing sense of self through likes/dislikes, choices and decisions Safer Internet Day: Smartie the penguin: What to do when you see/hear something online that makes you scared or worried	Operates mechanical toys, e.g. turns the knob on a windup toy or pulls back friction car	Enjoys drawing and writing, on screen	Seeks to acquire basic skills in turning on and operating some digital equipment Identifies action words by following simple instructions Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Can talk about using technology safely
Pre-School	Handles books and touch screens carefully. Expressing feelings in their interactions with others and beginning to talk about how others may be feeling. Following directions. Beginning to use talk to explain what is happening.	Following directions Comments and asks questions about aspects of their familiar world. Manipulating a range of tools and equipment (in one hand if possible), showing increasing control. Taking practical action to reduce risk, showing understanding that equipment and tools need to be used safely.	Talks about why things happen and how things work. Taking practical action to reduce risk, showing understanding that equipment and tools need to be used safely. talk about their uses of technologies at home and in other environments When in the community and on trips to places such as the park, beginning to take photographs Safer Internet Day: Smartie the penguin: What to do when you see/hear something online that makes you scared or worried	Talks about why things happen and how things work. Shows interest in different occupations and ways of life. Taking practical action to reduce risk, showing understanding that equipment and tools need to be used safely. Talks more extensively about things that are important to them.	Knows that information can be retrieved from digital devices and the internet. Develops an understanding of how to create and use sounds intentionally. Recognising the impact of their choices and actions on others.	Knows that information can be retrieved from digital devices and the internet. Can operate simple equipment, cameras and touchscreen devices. Beginning to navigate apps Responds to instructions with more than one element. Manipulating a range of tools and equipment (in one hand if possible), showing increasing control and understanding safety
Reception	To be able to complete a simple computer program on electronic devices with adult support. To develop an understanding of our rules and routines in relation to the use of technology. To begin to talk about what it means to be safe online. To be able to open/turn on a device. To successfully use a touchscreen on an interactive whiteboard.	To be able to complete a simple computer program with greater independence. To identify where the home button is. Beginning to be able to select a required app with some adult support. Beginning to be able to take a photo with an ipad with adult support. To begin to create content in the form of drawings on the interactive whiteboard. Enjoys digital books, both fiction and non-fiction.	To be able to complete a simple computer program independently. To be proactive in seeking adult support and able to articulate your wants and needs. To log in using a password and username (class username and password) with adult support. To begin to create text in a digital format with adult support. To be able to coordinate actions to use technology with some support. Beginning to type using a keyboard or touchscreen technology. Accesses digital books with greater independence. Safer Internet Day: Jessie and Friends: What to do when you see/hear something online that makes you scared or worried	To be able to take a photograph with an iPad. To begin to use the internet with adult support to find and retrieve information. Experiments with clicking on different icons to make different things happen in a computer program. Developing confidence in typing using a keyboard or touchscreen technology.	Develop an understanding of the purpose of different technologies. Knows that information can be retrieved from computers and mobile digital devices. To be able to create a text in digital format. To use the internet with adult supervision to find and retrieve information of interest to them. Greater confidence in coordinating actions to use technology more independently.	Plays with a range of programmable toys, as well as equipment involving ICT, such as computers, touchscreen devices, and internet-connected toys. Able to type using and keyboard or touchscreen technology. To be able to login using a password and username.
Year One	Purple Mash Unit 1.1 Online Safety & Exploring Purple Mash Safe logins My work area Purple Mash topics Purple Mash tools Purple Mash unit 1.3 Pictograms (maths/science link) Data in pictures Class pictogram Recording results Be able to save and retrieve photos on an iPad independently Curriculum link: NC 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content NC 6 Use technology safely and respectfully, keeping personal information	Purple Mash unit 1.2 Grouping & Sorting Sorting away from the computer Sorting on the computer Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Purple Mash unit 1.4 Lego Builders Following instructions Following and creating simple instructions on the computer Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Safer Internet Day: Jessie and Friends: Sharing pictures and the importance of consent	Purple Mash unit 1.4 Lego Builders To consider how the order of instructions affects the result Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	Purple Mash unit 1.7 Coding Instructions Objects and actions Events When code executes Setting the scene Using a plan Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions NC 2 Create and debug simple programs NC 3 Use logical reasoning to predict the behaviour of simple programs	Use of Beebots Purple Mash unit 1.9 Technology outside school What is technology Technology outside school Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions NC 3 Use logical reasoning to predict the behaviour of simple programs NC 5 Recognise common uses of information technology beyond school

	private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies					
Year Two	<p>Purple Mash Unit 2.1 Coding Algorithms Collision detection Using a timer</p> <p>Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC 2 Create and debug simple programs</p> <p>NC 3 Use logical reasoning to predict the behaviour of simple programs</p>	<p>Purple Mash Unit 2.1 Coding Different object types Buttons Debugging</p> <p>Curriculum link: NC 1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>NC 2 Create and debug simple programs</p> <p>NC 3 Use logical reasoning to predict the behaviour of simple programs</p>	<p>Purple Mash Unit 2.2 Online Safety (PSHE link) Searching and sharing Email using 2Respond Digital footprint</p> <p>Curriculum link: NC 5 Recognise common uses of information technology beyond school</p> <p>NC 6 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> <p>Safer Internet Day: Jessie and Friends: Playing games and keeping personal information private</p>	<p>Purple Mash Unit 2.5 Effective Searching Understanding the internet and searching Searching the internet Sharing knowledge of the internet and effective searching</p> <p>Curriculum link: NC 5 Recognise common uses of information technology beyond school</p> <p>NC 6 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>	<p>Purple Mash Unit 2.3 Spreadsheets (maths link) Reviewing the use of spreadsheets Copying cutting and pasting totals</p> <p>Curriculum link: NC 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Purple Mash Unit 2.3 Spreadsheets (maths link) Using a spreadsheet to add amounts Creating a table and block graph</p> <p>Curriculum link: NC 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>