|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YEAR A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | EYFS – Marvellous Me in SchoolKS1 – Me & My City | EYFS – Terrific TalesKS1 - Megastructures | EYFS – Ticket to RideKS1 – Around the World in 80 Years & Beyond | EYFS – Amazing AnimalsKS1 – What’s it like in Africa? | EYFS – PlacesKS1 – Panic on Pudding Lane | EYFS – Come OutsideKS1 – Living things & their Habitats. |
| **Nursery** |  |  |  |  |  |  |
| **Reception** |  |  |  |  |  |  |
| **Year One** |  |  |  |  |  |  |
| **Year Two** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YEAR B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | EYFS – Me & My HomeKS1 – Me & My School in Stocksbridge | EYFS – Hidden Heroes – People who Help usKS1 – Hidden Heroes | EYFS – Healthy MeKS1 – Healthy Me | EYFS – Nurturing NatureKS1 – Nurturing Nature | EYFS – Extreme EnvironmentsKS1 – Extreme Environments | EYFS – How I do like to be beside the seaside.KS1 – How I do like to be beside the seaside. |
| **Nursery** |  |  |  |  |  |  |
| **Reception** | Learning chosen by class teacher and selected from the Foundation Computing Toolkit | Learning chosen by class teacher and selected from the Foundation Computing Toolkit | Learning chosen by class teacher and selected from the Foundation Computing Toolkit | Learning chosen by class teacher and selected from the Foundation Computing Toolkit | Learning chosen by class teacher and selected from the Foundation Computing Toolkit | Learning chosen by class teacher and selected from the Foundation Computing Toolkit |
| **Year One** | Technology around us* Recognise a range of digital devices e.g. laptop, tablet, telephone, smartphone.
* Name a range of digital devices, e.g. laptop, phone, games console.
* Log on to the school computer / unlock the school tablet with support.
* Identify the basic parts of a computer, e.g. mouse, keyboard, screen.
* Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer.
 | Digital painting* Log on to the school computer / unlock the school tablet with support.
* Select a digital device to fulfil a specific task, e.g. to take a photo.
* Open key applications independently.
* Save and open files with support.
* Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer.
* Recognise different forms of digital content, i.e. text, image, video and audio.
* Create digital content, e.g. digital art.
* Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush.
* Recognise that you can edit digital content to change its appearance.
 | Digital writing* Log on to the school computer / unlock the school tablet with support.
* Select a digital device to fulfil a specific task, e.g. to take a photo.
* Open key applications independently.
* Save and open files with support.
* Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer.
* Recognise different forms of digital content, i.e. text, image, video and audio.
* Create digital content, e.g. digital art.
* Select basic tools/options to change the appearance of digital content, e.g. filter on an image / font / size of paintbrush.
* Recognise that you can edit digital content to change its appearance.
 | Grouping data* Log on to the school computer / unlock the school tablet with support.
* Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer.
* Recognise different forms of digital content, i.e. text, image, video and audio.
* Collect simple data (e.g. likes/dislikes) on a topic.
* Present simple data using images, e.g. number of animals.
* Recognise charts and pictograms and why we use them.
* Explain information shown in a simple chart or pictogram.
* Modify simple charts/pictograms, e.g. add title, item or labels.
* Identify the key features of a chart or pictogram.
* Collect data on a topic (eye colour, pets etc.) and present in a pictogram or chart.
 | Simple programs: Beebot* Recognise that computers don’t have a brain.
* Explain that we control computers by giving them instructions.
* Create a simple program e.g. to control a floor robot.
* Create a simple algorithm.
* Predict the outcome of a simple algorithm or program.
* Recognise that an algorithm is a sequence of instructions to complete a task.
* Explain that we can use algorithms to plan out our programs.
* Recognise that the order of instructions in an algorithm is important.
* Debug an error in a simple algorithm or program e.g. for a floor robot.
 | Introduction to animation (Scratch Jr)* Log on to the school computer / unlock the school tablet with support.
* Use a suitable access device (mouse, keyboard, touchscreen, switch) to access and control an activity on a computer.
* Open key applications independently.
* Save and open files with support.
* Recognise different forms of digital content, i.e. text, image, video and audio.
* Create digital content, e.g. digital art.
* Recognise different forms of digital content, i.e. text, image, video and audio.
* Recognise that computers don’t have a brain.
* Explain that we control computers by giving them instructions.
* Create a simple program e.g. to control a floor robot.
* Create a simple algorithm.
* Predict the outcome of a simple algorithm or program.
* Recognise that an algorithm is a sequence of instructions to complete a task.
* Explain that we can use algorithms to plan out our programs.
* Recognise that the order of instructions in an algorithm is important.
* Debug an error in a simple algorithm or program e.g. for a floor robot.
 |
| **Year Two** | Technology around us* Recognise what a computer is (input > process > output).
* Recognise that a range of digital devices contain computers, e.g. phone, games console, smart speaker, tablet.
* Explain what the basic parts of a computer are used for.
* Identify and use input devices, e.g. mouse, keyboard; and output devices, e.g. speakers, screen.
 | Stop motion animation* Open key applications independently.
* Save and open files to/from a given folder.
* Capture media independently (e.g. take photos, record audio).
* Identify different forms of digital content, i.e. text, image, video and audio.
* Create simple digital content for a purpose, e.g. digital art.
* Recognise that we can use technology to record and playback audio or take and view photographs.
* Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text.
* Plan out digital content, e.g. a simple sketch or storyboard.
* Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.
 | Digital writing* Open key applications independently.
* Save and open files to/from a given folder.
* Identify different forms of digital content, i.e. text, image, video and audio.
* Create simple digital content for a purpose, e.g. digital art.
* Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text.
* Highlight text and use arrow keys.
* Identify the common features of digital content, e.g. title, images.
* Recognise that we can use different types of media to convey information, e.g. text, image, audio, video.
 | Branching databases* Open key applications independently.
* Save and open files to/from a given folder.
* Identify different forms of digital content, i.e. text, image, video and audio.
* Create simple digital content for a purpose, e.g. digital art.
* Recognise charts, pictograms and branching databases, and why we use them.
* Identify an object using a branching database
* Recognise an error in a branching database.
* Create a branching database using pre-prepared images and questions
* Identify the features of a good question in a branching database.
* Independently plan out and create a branching database.
* Evaluate a given branching database and suggest improvements.
 | Extending Beebot programs* Explain that computers have no intelligence and we have to program them to do things.
* Create a program with multiple steps e.g. to control a floor robot.
* Predict the outcome of an algorithm or program with multiple steps.
* Identify and correct errors in a given algorithm or program, and recognise the term debugging.
* Recognise that there may be more than one solution to a problem.
* Recognise that the instructions in an algorithm need to be clear and unambiguous.
* Explain what an algorithm is, and that when inputted on a computer it is called a program.
* Plan out a program by creating an algorithm, and evaluate its success.
 | Introduction to animation (Scratch Jr)* Open key applications independently.
* Save and open files to/from a given folder.
* Identify different forms of digital content, i.e. text, image, video and audio.
* Create simple digital content for a purpose, e.g. digital art.
* Explain that computers have no intelligence and we have to program them to do things.
* Create a program with multiple steps e.g. to control a floor robot.
* Predict the outcome of an algorithm or program with multiple steps.
* Identify and correct errors in a given algorithm or program, and recognise the term debugging.
* Recognise that there may be more than one solution to a problem.
* Recognise that the instructions in an algorithm need to be clear and unambiguous.
* Explain what an algorithm is, and that when inputted on a computer it is called a program.
* Plan out a program by creating an algorithm, and evaluate its success.
 |