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| **YEAR A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | EYFS – Marvellous Me in School  KS1 – Me & My City | EYFS – Terrific Tales  KS1 - Megastructures | EYFS – Ticket to Ride  KS1 – Around the World in 80 Years & Beyond | EYFS – Amazing Animals  KS1 – What’s it like in Africa? | EYFS – Places  KS1 – Panic on Pudding Lane | EYFS – Come Outside  KS1 – Living things & their Habitats. |
| **Nursery** |  |  |  |  |  |  |
| **Reception** |  |  |  |  |  |  |
| **Year One** |  |  |  |  |  |  |
| **Year Two** |  |  |  |  |  |  |

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| **YEAR B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | EYFS – Me & My Home  KS1 – Me & My School in Stocksbridge | EYFS – Hidden Heroes – People who Help us  KS1 – Hidden Heroes | EYFS – Healthy Me  KS1 – Healthy Me | EYFS – Nurturing Nature  KS1 – Nurturing Nature | EYFS – Extreme Environments  KS1 – 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. |