Owls 1 Cycle A		
EYFS	Although we recognise that the technology strand has been removed from the EYFS curriculum, we recognise that there are lots of other assessment opportunities that arise from delivering a well-planned Computing curriculum. Our Computing lessons are largely cross-curricular with strong links to communication and language, mathematics, physical development and the characteristics of effective learning in particular.	
Unit of work	Knowledge	Skills
Using a computer	- Learn what a keyboard is. - Learn what a mouse is. - When using the internet alongside an adult, or independently learning what to do if they come across something that worries them or makes them feel uncomfortable.	- Learn how to log in and log out. - Locate relevant keys on a keyboard. - Develop basic mouse skills such as moving and clicking. - Use a simple online paint tool to create digital art.

Programming 1: All about instructions	• Following instructions as part of practical activities and games and learning what to debug when things go wrong. • Learning that an algorithm is a set of instructions to carry out a task, in a specific order.	• Learn to follow and give simple instructions • Using logical reasoning to read simple instructions and predict the outcome.
Computing systems and networks 2- Exploring hardware	• Recognise that a range of technology is used in places such as homes and schools. • Introduce relevant vocabulary.	• Learn how to operate a camera to take photographs of meaningful creations or moments. • Learning how to explore and tinker with hardware to develop familiarity.
Programming 2- Programming Bee-bots	• Learn the meaning of directional arrows and follow a simple sequence of instructions. • Children experiment with programming a Bee-bot and tinker with hardware to develop familiarity and introduce relevant vocabulary.	• Experimenting with programming a Bee-bot and learning how to give instructions. • Learn to debug instructions with the help of an adult when things go wrong.
Data handling – Introduction to data.	• Children can sort and categorise objects. • Children can sort themselves into groups based upon given categories and then independently. • Children are introduced to branch databases.	• Representing data through sorting and categorising objects in unplugged scenarios. • Representing data through pictograms. • Exploring branch databases through physical games.

	● Children learn to interpret a basic pictogram.	