



Curriculum Objectives					
EYFS	KS1				
Birth to three: Repeat actions that have an effect. Explore materials with different properties. Talk about what they see, using a wide vocabulary. 3 and 4 year olds: Explore how things work. ELG: Managing self. Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Listening, Attention and Understanding Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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 				

Objectives					
	YN As a computational thinker	YR As a computational thinker	KS1 Cycle A As a computational thinker	KS1 Cycle B As a computational thinker	
Algorithms	Repeat actions that have an effect. (Who lives in my house? Autumn 1 / Where does the day go at night? Autumn 2)		 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 	 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous 	





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				instructions. (Computing - Programming A - Moving a robot Summer 1/ Computing - Programming B - Introduction to animation Summer 2)		instructions. (Computing – Programming A – Robot algorithms Spring 2)
Create programs			•	use logical reasoning to predict the behaviour of simple programs create and debug simple programs (Computing – Programming A – Moving a robot Summer 1/Computing – Programming B – Introduction to animation Summer 2)	•	use logical reasoning to predict the behaviour of simple programs. create and debug simple programs. (Computing – Programming A – Robot algorithms Spring 2)
Reasoning	Talk about what they see, using a wide vocabulary. (Who lives in my house? Autumn 1/ Where does the day go at night? Autumn 2/ Who goes to the Ugly Bug Ball? Summer 1/ What can I do with water? Summer 2) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced	 Talk about what they see, using a wide vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Ongoing – all units of work) 				





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	vocabulary. (Ongoing –			
	all units of work)			
Using technology	 Repeat actions that have an effect. (Who lives in my house? Autumn 1/ Where does the day go at night? Autumn 2) Explore materials with different properties. (Who lives in my house? Autumn 1/ Where does the day go at night? Autumn 2) Talk about what they see, using a wide vocabulary. (Who lives in my house? Autumn 1/ Where does the day go at night? Autumn 2/ Who goes to the Ugly Bug Ball? Summer 1/ What can I do with water? Summer 2) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Who lives in my house? Autumn 1/ Where does the day 	 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Explore materials with different properties. (Ongoing – all units of work) 	use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Ongoing – all units of work)	use technology purposefully to create, organise, store, manipulate and retrieve digital content (Ongoing – all units of work) use technology purposefully to create, organise, store, manipulate and retrieve digital content (Ongoing – all units of work)





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	go at night? Autumn 2/			
	What can I do with			
	water? Summer 2)			
	 Participate in small 			
	group, class and one-to-			
	one discussions, offering			
	their own ideas, using			
	recently introduced			
	vocabulary. (Ongoing –			
	all units of work)			
Uses of IT beyond school	Explore materials with	Participate in small	recognise common uses	recognise common uses
	different properties.	group, class and one-	of information technology	of information
	(Who lives in my house?	to-one discussions,	beyond school (Ongoing –	technology beyond
	Autumn 1/ Where does	offering their own	all units of work)	school (Ongoing – all
	the day go at night?	ideas, using recently	-	units of work)
	Autumn 2/ Which	introduced		
	colours make you feel	vocabulary.		
	happy or sad? Spring 1/	Be confident to try		
	What would you find at	new activities and		
	the farm? Spring 2)	show independence,		
	Be confident to try new	resilience and		
	activities and show	perseverance in the		
	independence,	face of challenge.		
	resilience and	(Ongoing – all units of		
	perseverance in the face	work)		
	of challenge. (Ongoing –	Explore materials with		
	all units of work)	different properties		
		(What do I know		
		about me? Autumn 1)		





		AND ADDRESS			
 Explore materials with different properties. (Who lives in my house? Autumn 1) Explore materials with different properties. (Ongoing – all units of they have concerns about content or online technologies contact on the internet or other or online technologies or other online 	Safe use	activities and show independence, resilience and perseverance in the face of challenge. Explore materials with different properties. (Who lives in my house?	group, class and one- to-one discussions, offering their own ideas, using recently introduced vocabulary. • Explore materials with different properties. (Ongoing – all units of	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 (Ongoing – all units of	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 (Ongoing –