



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 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 instructions. (Spr 1: Why can't a penguin live near the Equator / 1.6 Programming B: Programming animations and Sum 2: What do aliens think of life on planet earth? / 2.6 Programming B: Programming quizzes) 	





	Computing Pro	gression & Coverage Document	
Create programs		•	create and debug simple programs (Spr 1: Why can't a penguin live near the Equator / 1.6 Programming B: Programming animations and Sum 2: What do aliens think of life on planet earth? / 2.6 Programming B: Programming quizzes)
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/ What Mini-beasts would you find in your garden? 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 vocabulary. (Ongoing – all units of work) 	 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) 	use logical reasoning to predict the behaviour of simple programs (Spr 1: Why can't a penguin live near the Equator / 1.6 Programming B: Programming animations and Sum 2: What do aliens think of life on planet earth? / 2.6 Programming B: Programming quizzes)





	Computing Pro	gression & Coverage Docume	ent	The A Addison
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/ What Mini-beasts would you find in your garden? 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 go at night? Autumn 2/ 	 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. (Aut 1: Why are humans not like tigers? / 1.5 Creating Media: Digital Writing / Aut 2: Where do we live and how has it changed? / 2.5 Creating Media: Making Music / Spr 2: Why are iPads more fun than my grandparents' old toys? / 1.4 Data and Information: Grouping Data and Sum 1: Which birds and plants would Peter Rabbit find in our park? / 2.4 Data and Information: Pictograms)	• use technology purposefully to create, organise, store, manipulate and retrieve digital content. (Aut 1: Why are humans not like tigers? / 1.5 Creating Media: Digital Writing / Aut 2: How have people like Rosa Parks helped to make the world a better place? / 2.5 Creating Media: Making Music / Spr 2: What do we know about the Victorians and the way they live? / 1.4 Data and Information: Grouping Data and Sum 1: Which birds and plants would Peter Rabbit find in our park? / 2.4 Data and Information: Pictograms)





	nent			
	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 of information technology	=
·	different properties.	group, class and one-	beyond school (Ongoing – in units of work)	
	(Who lives in my house?	to-one discussions,	, , , , ,	
	Autumn 1/ Where does	offering their own		
	the day go at night?	ideas, using recently		
	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)		





	Computing Pro	ogression & Coverage Docume	nt	
Safe use	Be confident to try new	Participate in small	 use technology safely 	 use technology safely
	activities and show	group, class and one-	and respectfully, keeping	and respectfully, keeping
	independence,	to-one discussions,	personal information	personal information
	resilience and	offering their own	private; identify where to	private; identify where to
	perseverance in the face	ideas, using recently	go for help and support	go for help and support
	of challenge.	introduced	when they have concerns	when they have concerns
	 Explore materials with 	vocabulary.	about content or contact	about content or contact
	different properties.	Explore materials with	on the internet or other	on the internet or other
	(Who lives in my house?	different properties.	online technologies (Aut	online technologies <i>(Aut</i>
	Autumn 1)	(Ongoing – all units of	1: Why are humans not	1: Why are humans not
		work)	like tigers? / 1.5	like tigers? / 1.5
			Creating Media: Digital	Creating Media: Digital
			Writing / Spr 2: Why are	Writing / Spr 2: What do
			iPads more fun than my	we know about the
			grandparents' old toys?	Victorians and the way
			/ 1.4 Data and	they live? / 1.4 Data and
			Information: Grouping	Information: Grouping
			Data and Sum 1: Which	Data and Sum 1: Which
			birds and plants would	birds and plants would
			Peter Rabbit find in our	Peter Rabbit find in our
			park? / 2.4 Data and	park? / 2.4 Data and
			Information:	Information:
			Pictograms)	Pictograms)