Curriculum Objectives	
EYFS	**KS1**
Development Matters **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

			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)**		

	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)**

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

Safe use	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explore materials with different properties. *(Who lives in my house? Autumn 1)*	- 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 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 **(Ongoing – all units of work)**	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 **(Ongoing – all units of work)**