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** **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)*

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)*

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)*

	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 – in 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 *(Aut 1: Why are humans not like tigers? / 1.5 Creating Media: Digital Writing / 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 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 *(Aut 1: Why are humans not like tigers? / 1.5 Creating Media: Digital Writing / 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)*