

| Age Phase | Year Group | EYFS areas of learning and development | | Main EYFS/National Curriculum Focus |
|---------------------|------------------|--|------------------------|--|
| EYFS | Reception | Personal, Social and Emotional Development | | <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. |
| | | Physical Development | | <ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. |
| | | Understanding the world | | <ul style="list-style-type: none"> Explore how things work. |
| | | Expressive arts and design | | <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |
| | | Topic | Computing Strand | National Curriculum Focus |
| Key Stage 1 | Year 1 | Lego Builders | Computer science | <ul style="list-style-type: none"> 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 |
| | | Maze Explorers | | |
| | | Grouping and sorting | | |
| | | Coding | | |
| | Year 1 | Animated Story Books | Information Technology | <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| | | Spreadsheets | | |
| | | Pictograms | | |
| | Year 2 | Coding | Computer Science | <ul style="list-style-type: none"> 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 |
| | | Unplugged Computing | | |
| | | Creating Pictures | Information Technology | |
| Making Music | | | | |
| Presenting ideas | | | | |
| Effective Searching | Digital Literacy | | | |
| Lower Key Stage 2 | Year 3 | Coding | Computer science | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| | | Graphing | Information Technology | <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| | | Spreadsheets | | |
| | | Touch Typing | | |
| | | Simulations | | |
| Branching Databases | | | | |

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| Upper Key Stage 2 | Year 4 | Email | Digital Literacy | <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |
| | | Coding | Computer Science | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| | | Logo | | |
| | | Hardware Investigators | | |
| | | Effective Searching | Digital Literacy | <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration |
| | Animation | Information Technology | <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | |
| | Year 5 | Coding | Computer Science | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| | | Game Creator | | |
| | | 3D Modelling | Information Technology | <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| | | Concept Maps | | |
| Word Processing | | | | |
| Online Safety | Digital Literacy | <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration | | |
| Year 6 | Coding | Computer Science | <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration | |
| | Networks | | | |
| | Quizzing | Information Technology | <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration | |
| | Blogging | | | |