Computing in Early Years Foundation Stage

	Computer Science	Information Technology	Digital Literacy
Relevat ELG	**ELG: Listening, attention and understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Key Learning Outcome • Follow instructions on how to use a Bee Bot, tablet or computer appropriately **ELG: PSED** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Key Learning Outcome • To input one given set of simple instructions to program a Bee Bot e.g. forward, backward, left using symbol cards **ELG: Self-regulation** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Key Learning Outcome • Wait to take their turn • Ask for help when struggling to use a device • Control immediate impulses when frustrations arise during technology use e.g. an app isn't working. •	**ELG: Expressive arts and design** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **ELG: PSED** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **ELG: Physical** Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Key Learning Outcomes • To create an image using a paint program • To type text • To complete a game on an IPad	**ELG: PSED** Explain the reasons for rules, know right from wrong and try to behave accordingly. Key Learning Outcomes • To talk about factors which support their overall health. One of these being 'sensible amounts of screen time'. **ELG: People, culture and communities** Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. **ELG: Expressive arts and design** Make use of props and materials when role playing characters in narratives and stories Key Learning Outcomes • Pupils may talk about family members and friends using devices for communication • Pupils may understand that phones, tablets and computers can be used for texting and different types of calls • Pupils may describe and/or re-enact their own personal experiences of communicating with devices

THE STOKE POGES SCHOOL

Computing Learning Journey

Key Stage 1 and 2 Computing Overview

In Key Stage 1 and Key Stage 2 we follow a yearly cycle. In line with the National Curriculum, all of the relevant POS will be taught by the end of the key stage.

Computing Overview						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn Term	**Programming A- Moving a robot** What is a robot?	**Computer systems – Information around us** Does IT make a difference?	**Computer systems – Connecting computers** Why are networks so important?	**Computer systems – The Internet** Is the internet and WWW the same things?	**Computing systems – Systems and searching** How do search engines work?	**Computer systems** Are data packets the same as crisp packets?
	Creating media-Digital Painting How do I create a Digital picture?	**Programming A – Robot algorithms** How do I program a robot to get to do what I want?	**Programming A – Sequencing sounds** What are sequences?	**Programming A – Repetition in shape** What does a Turtle know about computing?	**Programming A – Selection in physical computing** What are carousels and are they that complicated?	**Programming A – Variables in games** How do I make my games even better?
Spring Term	**Computer systems - Technology around us** What is technology?	**Digital photography** How can I edit a digital image?	**Creating media – Stop frame animation** How can I create an animation using a computer?	**Creating media – Audio production** Can I make a podcast?	**Creating media – Video production** How difficult is it to make a movie?	**Creating media – Web page/ Sway** How can I get information to a lot of people?
	Creating media – Digital writing Isn't a computer keyboard old school	**Creating media – Making music** How do computers make music?	**Data and information – Branching databases** How can I use questioning to organise data?	**Data information – Data logging** How can data help an investigation?	**Flat file databases** How can databases answer questions?	**Introduction to spreadsheets** How can spreadsheets be useful?

Summer Term	**Programming B – Into animation** How can I create my first animation?	**Programming B – programming quizzes** How can I create a quiz in ScratchJr?	**Creating media – Desktop publishing** How can I create and improve word documents?	**Creating media – Photo editing** How can we manipulate a photo?	**Introducing to vector graphing** How can we create an image by layering objects?	**Creating media – 3D modelling** How does a 3D printer work?
	Data and information How can I group data?	**Pictograms** How can pictograms help me understand data?	**Programming B – Events and actions in programs** How can I create a maze in Scratch?	**Programming B – Repetition in games** How easy is it to create a game in Scratch?	**Programming B – Selection in quizzes** How do I make my quiz more exciting?	**Programming B – Sensing** How can I make things happen?