

Pre-School Computing Planning Overview

	1 st Half term	2 nd Half term
Autumn	<p>Technology and apps through use of Busy things. Teaching children how to respect the school equipment</p> <p>Freely let the children explore the devices alongside an adult</p> <p>Barefoot Computing: Awesome Autumn Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p>	<p>Technology and apps through use of Busy things. Teaching children how to respect the school equipment</p> <p>Freely let the children explore the devices alongside an adult</p> <p>Barefoot Computing: Awesome Autumn Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p>
Spring	<p>Technology and apps through use of Busy things. Teaching children how to respect the school equipment</p> <p>Freely let the children explore the devices alongside an adult</p> <p>Barefoot Computing: Winter Warmers Snowmen scarves and patterns, creating igloos and bird feeders- all take centre stage in our three winter themed activities.</p>	<p>Technology and apps through use of Busy things. Teaching children how to respect the school equipment</p> <p>Freely let the children explore the equipment <u>independently of an adult.</u></p> <p>Set specific activities through Busy things to allow for the children to explore how this works</p> <p>No specific computing unit</p>
Summer	<p>Technology and apps through use of Busy things. Teaching children how to respect the school equipment</p> <p>Freely let the children explore the equipment <u>independently of an adult.</u></p> <p>Barefoot Computing: Summer Fun Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams, in these three fun activities.</p>	<p>Technology and apps through use of Busy things. Teaching children how to respect the school equipment</p> <p>Freely let the children explore the equipment <u>independently of an adult.</u></p> <p>Barefoot Computing: Summer Fun Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams, in these three fun activities.</p>

Reception Computing Planning Overview

Predominant Area of Computing	
	Digital Literacy
	Computer Science
	Information Technology

	1 st Half term		2 nd Half term	
Autumn	iPad skills (3 lessons)	Keyboard skills (4 lessons)	Drawing skills (6 lessons)	Robots (5 lessons)
Retrieval	Using Busy Things on the iPad. Navigating an iPad device.		Taking photos on the iPads. Typing letters and words into the iPad.	
Spring	Sounds (3 lessons)	Photography (3 lessons)	Technology Around us (3 lessons)	Hardware (3 lessons)
Retrieval	Using drawing tools. Using the undo button. Controlling floor robots to make them move.		Taking photos on the iPads. Opening photos in another app. Typing letters and words into the iPad.	
Summer	Safety and Privacy (4 lessons)	Quizzes (3 lessons)	Using Purple Mash with an individual login (3 lessons)	
Retrieval	Controlling floor robots to make them move. Identifying technology around us.		Using drawing tools. Using the Undo button. How to login.	

Year 1 Computing Planning Overview

Predominant Area of Computing	
	Digital Literacy
	Computer Science
	Information Technology

	1 st Half term		2 nd Half term	
Autumn	Unit 1.1 Online Safety & Exploring Purple Mash (4 Lessons)	Unit 1.2 Grouping and Sorting (2 lessons)	Unit 1.3 Pictograms (3 Lessons)	Unit 1.4 Lego Builders (3 Lessons)
Retrieval	How to login and log off. How to navigate the iPad and Purple Mash.		How to control a floor robot to make it move. How to open photos in another programme to use them.	
Spring	Unit 1.5 Maze Explorers (3 Lessons) (4 th optional lesson)	Unit 1.6 Animated Story Books (4 lessons)		Unit 1.7 Coding (3 lessons)
Retrieval	Using algorithms. Taking photos and opening them on the iPad.	Drawing using a range of tools. Using the undo button. Typing letters and words on a keyboard.		How to control a floor robot to make it move. How to add sounds to work.
Summer	Unit 1.9 Technology outside school (2 Lessons)	Overdale Unit E-Safety (5 Lessons)		Free use of Purple Mash Tools Using and applying skills and knowledge learnt so far.
Retrieval	How to take and edit photos. How to record video and sound on the iPad for use in work.			How to group and sort items. Use events and actions in algorithms to control items.

Year 2 Computing Planning Overview

Predominant Area of Computing	
	Digital Literacy
	Computer Science
	Information Technology

	1 st Half term	2 nd Half term	
Autumn	Unit 2.1 Coding (6 Lessons)	Unit 2.2 Online Safety (3 Lessons)	Unit 2.3 Spreadsheets (4 Lessons)
Retrieval	How to make a floor robot move to control it. How to use events, actions and algorithms to make items move.		How to represent data in different ways. TAG – Tell a Grown up if something bothers you online.
Spring	Unit 2.4 Questioning (5 Lessons)	Unit 2.5 Effective searching (3 Lessons)	Unit 2.6 Creating Pictures (5 Lessons)
Retrieval	How to sort information into groups. How to type words using a keyboard.		How to take photos on the iPad. How to open photos and edit images.
Summer	Unit 2.7 Making Music (3 Lessons)	Unit 2.8 Presenting Ideas (4 Lessons)	Overdale Unit E-safety (3 Lessons)
Retrieval	How to add sounds to work. How to record using the iPad	How to draw using a range of tools. How to use the undo button.	TAG – Tell A Grown up How to protect personal information.

Personal Development - Healthy and Safer Lifestyles - Digital Lifestyles – covered through Overdale E-safety.

Healthy & Safer Lifestyles
Digital Lifestyles (TG Digital Lifestyles)

- What are some examples of ways in which I use technology and the internet and what are the benefits? OR
- What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR
- What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR
- What sort of information might I choose to put online and what do I need to consider before I do so? OR
- When might I need to report something and how would I do this? OR
- What sort of rules can help to keep us safer and healthier when using technology? IS
- Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS

- Decision making
- Positive contributions
- Evaluating content
- Information storage & sharing
- Mental & physical wellbeing
- Responsibilities
- Reporting