Computing Curriculum Map 2022-2023
Whole school overview

Class	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Class 2	We are treasure hunters Bee Bot app	Computing systems and networks- technology around us	Esafety	Creating media- digital painting	Creating media- digital writing	Data and information- grouping data
Class 3	We are photographers	Computer systems and networks- IT around us	Esafety	Creating media- Digital music	Programming A- Robot algorithms Daisy the Dinosaur app	Data and information- Pictograms
Class 4	Creating media Desktop publishing	Computing systems and networks- connecting computers	Esafety	Creating media- stop frame animation	Programming A -sequencing sounds Alex app	Data and information- Branching databases
Class 5	Creating media Photo editing	Computing systems and networks- the internet	Esafety	Creating media- audio production	Programming – Microbits Lego fix app	Data and information- Data logging
Class 6	Creating media 3D modelling Cargo bot app	Computing systems and networks- systems and searching	Esafety	Creating media- introduction to vector graphics	Programming – lego minestorm Cargo bot app	Data and information- introduction to spreadsheets

Computer science   information technology   digital literacy   *For E safety see your class map resources.

The Foundations of Computing in EYFS

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village
           Harvest/ Autumn
Autumn 2- Heroes People who help us, Why do we wear poppies?
            Bonfire night
            Christmas
Spring 1 - Winter
            Chinese New Year
            Africa
Spring 2 - Traditional Tales
            Growing plants
            Easter/ Spring
Summer 1 - Lifecycle
Summer 2 – Transport and Travel
            Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)

           Autumn – Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 - Winter

            Once upon a time and rhyme,

            Chinese New Year

Spring 2 - Mr Wolf's Pancakes

            Bible stories – Noahs Ark and Animals

            Spring / Easter

Summer 1 – Lifecycle/ Growing

Summer 2 Healthy foods,

            People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)

Term 2- Animals/ Pets / Textures and Colours

Term 3- Teddy Bears Picnic

Possible extra topics - Easter, Christmas, Halloween,

Understanding the World Understanding

The world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and

widening children's vocabulary will support later reading comprehension.

The most relevant statements for computing are taken from the following areas of learning:
Personal, Social and Emotional Development
Physical Development
Understanding the World

Computing			
Two and Three -Year-Olds	Personal, Social and Emotional Development		I am beginning to follow routines and boundaries 1,2,3
	Physical Development		I am beginning to learn to equipment to use safely, developing manipulation and control. 2
	Understanding the World		I can explore toys – cause and effect 1,2,3
Three and Four-Year-Olds	Personal, Social and Emotional Development		I can use equipment correctly. 2

I can tell an adult when I need help. 1,2,3

I can follow the daily routine and rules in nursery 1,2,3 |
| | Physical Development | | I can ask others to help me solve a challenge that I am struggling physically to solve.
2/3

I can choose healthy options, such as screen time, sleep and eating. 1,2 |
| | Understanding the World | | I can explore a range of technology, such as cameras, ipads, phones etc 1,2,3 |
| Reception | Personal, Social and Emotional Development | | I can talk about the different factors that support my overall health and wellbeing:
- regular physical activity
- healthy eating
- tooth brushing
- sensible amounts of 'screen time' |
| | Physical Development | | I know lots of time on my device isn't good for me. |
| | Expressive Arts and Design | | I can use the computer or ipad to make a picture.
I can explore a google map of our school. 1,3 |
| ELG | Personal, Social and Emotional Development | Managing Self | • 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. |
| | Expressive Arts and Design | Creating with Materials | • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. |