



Curriculum Subject Coverage – Deerhurst Church of England

Primary School - Subject.

Computing 2021-22 Learning and living as children of God
(Ephesians5:1)(You are God's children whom he loves. Try to be like God)

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
<p><i>KS1 Education Recovery July 2021 document</i> Opportunities for: • <i>developing pupils' knowledge of algorithms, notably sequencing in key stage 1.</i></p>						
<p>R New EYFS profile 2021</p>	<p>At Deerhurst and Apperley, we have outlined the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters for Reception to match the programme of study for computing.</p> <p>The most relevant statements for computing are taken from the following areas of learning:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional Development • Physical Development • Expressive Arts and Design <p>During the Reception year children working within the expected level will:</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. <p><u>Personal, Social and Emotional Development</u></p> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • 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 • Show resilience and perseverance in the face of a challenge. <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 					



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Y1	<p><u>Project Evolve:</u> Health, well being and life style.</p>	<p><u>Project Evolve:</u> Self Image and Identity</p>	<p><u>Safer Internet Day.</u> • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)</p>	<p><u>Project Evolve:</u> Online Reputation</p>	<p><u>Project Evolve:</u> Managing online information</p>	<p><u>Project Evolve</u> Online Relationships</p>
Y2	<p><u>Espresso Coding:</u> (Programming)</p> <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 	<p><u>Rising Stars: Unit 2.2 We are game testers</u> (Computational thinking)</p> <ul style="list-style-type: none"> Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs. 	<p><u>Rising Stars: Unit 1.3 We are painters</u> (Creativity)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p><u>Unit 2.4</u> <u>We are researchers</u> (Computer networks)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p><u>Rising Stars: Unit 2.5 We are detectives</u> (Communication and collaboration)</p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	<p><u>Rising Stars: Unit 1.6 We are celebrating</u> (Productivity)</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school.
	<p><u>Ongoing:</u> • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on</p>		<p><u>Ongoing:</u> • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet</p>		<p><u>Ongoing:</u> • use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the</p>	



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	(Link to the internet or other online technologies PHSE)	or other online technologies (Link to PHSE)	internet or other online technologies (Link to PHSE)			
<p><i>KS2 Education Recovery July 2021 document</i> Opportunities for: <i>Sequencing, selection and repetition</i> <ul style="list-style-type: none"> • <i>Pupils should be given enough time to practise programming to secure knowledge of key programming constructs – timetabled curriculum opportunities</i> • <i>Consideration to any gaps in knowledge of how to use digital devices – all children used devices on return to school March 2021 and have had a broad and balanced curriculum</i> </p>						
Y3	<u>Project Evolve</u> Online Relationships	<u>Project Evolve</u> Self-Image and Identity	<u>Safer Internet Day</u>	<u>Project Evolve</u> Online Reputation		<u>Project Evolve</u> Online Bullying
Y4	<u>Physical Programming</u> Spheros 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	<u>Desktop Publishing</u> Word Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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,	<u>Onscreen Programming</u> Scratch 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	<u>Desktop Publishing</u> Publisher Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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	<u>Onscreen Programming</u> Scratch 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	<u>Creating Media</u> Stop Motion Animation 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of



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	algorithms and programs 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	evaluating, and presenting data and information	and correct errors in algorithms and programs 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	presenting data and information	and correct errors in algorithms and programs 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	ways to report concerns about content and contact.
Y5	<u>Online Safety</u> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
	Project Evolve Self-Image and Identity	Project Evolve Online Relationships	Safer Internet Day Tuesday 8 th February 2021	Project Evolve Online Reputation	Project Evolve Online Bullying	
Y6	<u>Information Technology</u> Pupils should be taught to: <ul style="list-style-type: none"> use search technologies effectively, 	<u>Computer Science</u> Pupils should be taught to: <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 			<u>Information Technology</u> Pupils should be taught to: <ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital 	



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	<p>appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <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 	<ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p><i>Context:</i> <i>Autumn 2 – Using Scratch – loops, pens and movement</i> <i>Autumn 2 – Scratch Programming – variables. Creating games</i> <i>Spring 1 – Physical Programming using Crumbles</i></p>	<p>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</p> <p><i>Context:</i> <i>Summer 1 – Presenting Data Using Spreadsheets</i> <i>Summer 2 – Presenting information Using Green Screen Filming</i></p> <ul style="list-style-type: none">
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	<ul style="list-style-type: none">• <i>Context: Presenting Information using Word Processing and Desktop Publishing</i>		
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Computing skills will be tracked and not the use of units
This will include Espresso coding
Switched On computing can be used as stand alone or support with other resources, also Cyber hub equipment
Code.org
Barefoot Computer resources
See Also Digital Literacy