

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2			
	KS1 Education Recovery July 2021 document								
Opportunities for:									
R	pils' knowledge of algorithms, notably sequencing in key stage 1.								
New EYFS	At Deerhurst and Apperley, we have outlined the most relevant statements taken from the Early Learning Goals in the EYFS statutory								
profile 2021	framework and the Development Matters for Reception to match the programme of study for computing.								
proffic 2021	Ie 2021 The most relevant statements for computing are taken from the following areas of learning:								
	Personal, Social and Emotional Development								
	Physical D								
	•	e Arts and Design							
	•		hin the expected level will:						
	Physical Developmen		,						
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.								
			tors that support their ove	rall health and wellbeing:	-sensible amounts of	'screen time'.			
	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 								
	 Show resilience and perseverance in the face of a challenge. 								
	Expressive Arts and Design								
	Creating with Mater	<u>ials</u>							
	 Safely use of 	and explore a variety of mo	iterials, tools and technique	es, experimenting with col	our, design, texture,	form and function.			
	 Explore, use 	e and refine a variety of ar	tistic effects to express t	heir ideas and feelings.					



Y1	Project Evolve:	Project Evolve:	Safer Internet Day.	Project Evolve:	Project Evolve:	<u>Project Evolve</u>	
	Health, well being and life style.	Self Image and Identity	 use technology safely and respectfully, keeping 	Online Reputation	Managing online information	Online Relationships	
	and life style.	Rising Stars: Unit 2.2 We	personal information	Unit 2.4	intormation	Digina Change Unit 1 6 Ma	
Y2	Espresso Coding:	are game testers	private. (Link to PHSE)	We are researchers	Rising Stars: Unit	Rising Stars: Unit 1.6 We are celebrating	
	(Programming)	(Computational thinking)	identify where to go for	(Computer networks)	<u>2.5 We are</u>	(Productivity)	
	Understand	C	help and support when	and the land	detectives		
	what algorithms are; how they	 Create and debug simple programs 	they have concerns about content or contact on the	 use technology purposefully to create, 	(Communication and collaboration)	Recognise common	
	are	Use logical	internet or other online	organise, store,	Conaboration	uses of information technology beyond	
	implemented as	reasoning to	technologies (Link to	manipulate and retrieve	• use technology	school.	
	programs on	predict the	PHSE)	digital content.	purposefully to		
	digital devices and that	behaviour of simple programs.	Rising Stars: Unit 1.3 We		create, organise, store, manipulate		
	programs	simple programs.	are painters		and retrieve digital		
	execute by		(Creativity)		content.		
	following		,				
	precise and		• use technology				
	unambiguous		purposefully to create,				
	instructions		organise, store, manipulate and retrieve				
			digital content.				
	Ongoing:	Ongoing:		Ongoing:		Ongoing:	
		• use technology safely and respectfully, keeping		use technology safely and respectfully, keeping		use technology safely and respectfully, keeping	
		private. (Link to PHSE)	personal information priva		personal information private. (Link to PHSE)		
	identify where to go for help and support when		identify where to go for help and support when they		identify where to go for help and support when they		
	they have concerns about content or contact on		have concerns about content or contact on the internet		have concerns about content or contact on the		



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)

(Link to the internet or other online technologies	or other online technologies (Link to PHSE)	internet or other online technologies (Link to PHSE)
PHSE)		

KS2 Education Recovery July 2021 document

Opportunities for:

Sequencing, selection and repetition

• Pupils should be given enough time to practise programming to secure knowledge of key programming constructs – timetabled curriculum opportunities

Y3	Project Evolve	Project Evolve	Safer Internet Day	Project Evolve		Project Evolve
	Online Relationships	Self-Image and		Online Reputation		Online Bullying
		Identity				,
Y4	Physical Programming	Desktop Publishing	<u>Onscreen</u>	Desktop Publishing	<u>Onscreen</u>	Creating Media
	Spheros	Word	<u>Programming</u>	Publisher	<u>Programming</u>	Stop Motion
	Design, write, and	Use search	Scratch	Use search	Scratch	Animation
	debug programs that	technologies	Design, write, and	technologies	design, write and	Select, use and
	accomplish specific	effectively,	debug programs that	effectively,	debug programs that	combine a variety of
	goals, including	appreciate how	accomplish specific	appreciate how	accomplish specific	software (including
	controlling or	results are selected	goals, including	results are selected	goals, including	internet services) on
	simulating physical	and ranked, and be	controlling or	and ranked, and be	controlling or	a range of digital
	systems; solve	discerning in	simulating physical	discerning in	simulating physical	devices to design and
	problems by	evaluating digital	systems; solve	evaluating digital	systems; solve	create a range of
	decomposing them	content	problems by	content	problems by	programs, systems
	into smaller parts	Select, use, and	decomposing them	Select, use, and	decomposing them	and content that
	Use sequence,	combine a variety of	into smaller parts	combine a variety of	into smaller parts	accomplish given
	selection, and	software (including	Use sequence,	software (including	use sequence,	goals, including
	repetition in	internet services) on	selection, and	internet services) on	selection, and	collecting, analysing,
	programs; work with	a range of digital	repetition in	a range of digital	repetition in	evaluating and
	variables and various	devices to design	programs; work with	devices to design and	programs; work with	presenting data and
	forms of input and	and create a range	variables and various	create a range of	variables and various	information
	output	of programs,	forms of input and	programs, systems,	forms of input and	use technology safely
	Use logical reasoning	systems, and	output	and content that	output	respectfully and
	to explain how some	content that	Use logical reasoning	accomplish given	use logical reasoning	responsibly; recognise
	simple algorithms	accomplish given	to explain how some	goals, including	to explain how some	acceptable/unaccepto
	work, and to detect	goals, including	simple algorithms	collecting, analysing,	simple algorithms	ble behaviour;
	and correct errors in	collecting, analysing,	work, and to detect	evaluating, and	work and to detect	identify a range of



	algorithms and	evaluating, and	and correct errors	in presenting data	and and correct errors in	ways to report	
	programs	presenting data and	algorithms and	information	algorithms and	concerns about	
	Select, use and	information	programs		programs	content and contact.	
	combine a variety of		Select, use and		select, use and		
	software (including		combine a variety	of	combine a variety of		
	internet services) on		software (including	3	software (including		
	a range of digital		internet services)	on	internet services) on		
	devices to design and		a range of digital		a range of digital		
	create a range of		devices to design (and	devices to design and		
	programs, systems		create a range of		create a range of		
	and content that		programs, systems		programs, systems		
	accomplish given		and content that		and content that		
	goals, including		accomplish given		accomplish given		
	collecting, analysing,		goals, including		goals, including		
	evaluating and		collecting, analysir	g,	collecting, analysing,		
	presenting data and		evaluating and		evaluating and		
	information		presenting data an	d	presenting data and		
			information		information		
	Online Safety						
	use technology safe	ely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways t					
	concerns about content and contact.						
	<u>Project Evolve</u>	Project Evolve	Safer Internet Day	Project Evolve	Project Evolve		
Y5	Self-Image and	Online	Tuesday 8 th	Online Reputation	n Online Bullying		
	Identity	Relationships	February 2021				
	<u>Information</u>	<u>.</u>	Computer Science		Information T	echnology	
Y6	<u>Technology</u>	Pupils should be taugl	nt to:		Pupils should be taught to:		
	Pupils should be	 design, write and 	debug programs tha	t accomplish specific	• use search technologies ef	fectively, appreciate	
	taught to:	goals, including co	ontrolling or simulati	ng physical systems;	how results are selected and ranked, and be		
	use search		decomposing them		discerning in evaluating digital content		
	technologies	 use sequence, sele 	ection, and repetitio	n in programs; work	• select, use and combine a	variety of software	



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 presenting data and	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Context: Autumn 2 – Using Scratch – loops, pens and movement Autumn 2 – Scratch Programming – variables. Creating games Spring 1 – Physical Programming using Crumbles	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 Context: Summer 1 – Presenting Data Using Spreadsheets Summer 2 – Presenting information Using Green Screen Filming •
data and information		



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Context:	
Presenting	
Information	
using Word	
Processing and	
Desktop	
Publishing	

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