

Finstall First School Overview of Computing Curriculum – EYFS (2024-25)

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
40-60						
Reception	Although computing is not a statutory part of the EYFS, we will ensure that children of reception age receive a broad, play-based experience of computing through the use of new technologies.					
	<p>Autumn: Use Ipads (with guided access and locked) - twinkl colouring on iPads, Purple Mash on Smartboard and iPads, Topmarks maths, Cameras on iPads, Activities set up on Smart board, Talking tins</p> <p><i>I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset. (Jigsaw – Being me in my world)</i></p> <p>I can identify ways that I can put information on the internet. (<i>Seesaw – introduce activities and interaction with families</i>)</p> <p><i>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). (Topic – All about me and Induction homework)</i></p> <p>I can describe who would be trustworthy to share this information with; I can explain why they are trusted. (<i>Visits from Police and Stranger Danger</i>)</p>	<p>Spring: Maths - Beebots, iPads, Story headphones, purple Mash, Talking tins, smart board</p> <p><i>I can recognise some ways in which the internet can be used to communicate. (Pirates – Pirate Pete)</i></p> <p><i>I can describe ways that some people can be unkind online and how that can make others feel. (Anti-Bullying week)</i></p> <p><i>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules. (Jigsaw – Healthy Me)</i></p> <p><i>I know that work I create belongs to me. I can name my work so that others know it belongs to me. (Part of classroom routine throughout the year)</i></p> <p><i>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). (Topic – Comparing locations)</i></p>	<p>Summer: Ongoing use of resources from Autumn and Spring.</p> <p><i>I can recognise some ways in which the internet can be used to communicate. (Space – communicating with astronauts/Nasa)</i></p> <p><i>I can identify devices I could use to access information on the internet. (Retrieval quiz on Seesaw)</i></p> <p><i>I know that work I create belongs to me. I can name my work so that others know it belongs to me. (Part of classroom routine throughout the year)</i></p>			

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<i>Finstall First School</i> Overview of Computing Curriculum – KS1 (2024-25)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Year 1</p>	<p>To log on to a computer/netbook. To know the names and purposes of the different parts of the computer. To use the mouse with control.</p> <p>Program – online games</p>	<p><i>To create a rhythm or beat</i></p> <p>To log in and out of Purple Mash. To open tasks set, complete and save. To develop accuracy using a mouse and begin to use a wider range of tools.</p> <p>Program – Purple Mash Purple Mash - 2Sequence</p>	<p>To select and type words in a word processing package to describe characters from key fairy tales.</p> <p>To be able to use the backspace/delete button to delete words. Use the shift button to make letters capital letters and beginning to formulate own sentence.</p> <p>Program – MS word</p>	<p>To know what an email is. To be able to send a reply to an email sent and to add an attachment.</p> <p>To be able to create sentences using the shift button and space bar with more competency.</p> <p>Program – Purple Mash – 2email</p>	<p>To understand that they can programme a simple sequence of commands into a programmable robot to send it on a route.</p> <p>To create a simple set of instructions for the computer to follow.</p> <p><i>To create a fantasy world story using a 2Publish to add text and pictures.</i></p> <p>Physical computing - Beebots Program - Purple Mash – 2Code</p>	<p>To use 2D modelling software to create a 3D game.</p> <p>To understand that programs execute by following precise instructions</p> <p>Program – Purple Mash 2Code</p>
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Year 2	<p><i>To use Purple Mash to create brochures.</i></p> <p>To use Word Processing software with greater accuracy (shift key, enter key, space bar and text editing tools).</p> <p>To find and insert images into a document.</p> <p>To begin to develop typing speed.</p> <p>How to save and retrieve work.</p> <p>Program – MS Word</p>	<p>Begin to use the internet for research, about types of transport.</p> <p>To understand the terminology associated with the Internet and searching.</p> <p>How to use a search engine and safely take information from websites</p> <p>How to save and retrieve work.</p> <p>Program – MS Word</p> <p>School website</p> <p>Purple Mash – 2email</p> <p>Purple Mash planning 2.5 lesson 1 and 2</p>	<p>Using the internet for research purposes to find out about the lives and works of various famous people.</p> <p>Introducing PowerPoint and comparing its use to Word. (New slides, text boxes, images, transitions)</p> <p><i>Creating a digital picture in the style of Mondrian.</i></p> <p>Program – MS PowerPoint</p>	<p>To further develop understanding of algorithms through an introduction to block based coding commands and computational thinking.</p> <p>Purple Mash – 2code</p>	<p>New Microbits unit 2025 – Purple Mash 3.10 adjusted for Y2</p> <p>Physical coding – Microbits</p> <p>Purple Mash – 2Code</p>	<p>To know that they can record sound using ICT that can be stored, played back and used in a range of programs.</p> <p>Develop the children's understanding of simulations and how these might be used to support learning.</p> <p>Purple Mash – 2Create and 2Simulate</p>

***Finstall First School* Overview of Computing Curriculum – KS2 (2024-25)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Year 3</p>	<p>To produce work, using more advanced features of programs and tools eg. Word art, shapes, text boxes, clipart.</p> <p>Navigation of websites and web addresses</p> <p>An understanding that not everything seen on the internet is true.</p> <p>Know ways to identify whether a website is reliable and that not all websites should be believed.</p> <p><i>Composition of music using icons to create a repeated rhythm.</i></p> <p>Program – MS Word</p> <p>Purple Mash – 2Sequence</p> <p>Purple Mash planning 3.2 lesson 2</p>	<p>Using technology – digital media. To use an Ipad Application to create a greenscreen video.</p> <p>To compare different ways of animating and evaluate their use.</p> <p>To learn about onion skinning in animation</p> <p>Program – Ipad Apps – Greenscreen</p> <p>Purple Mash – 2Animate</p> <p>Purple Mash planning – animation 4.1 – lesson 1 and 2</p>	<p>To apply our knowledge of block based coding to a new platform and edit and refine more complex sequences of instructions</p> <p>To understand how adding additional lines of code will alter how the program works or can be used</p> <p>Program – Kodu</p>	<p>To understand what a database is, how to add data and why data bases are useful</p> <p><i>To generate graphs from data</i></p> <p>Continuing to develop typing speed.</p> <p>Program – Purple Mash – 2question</p> <p>Purple Mash planning could be used to support 3.6 and 3.8 (five lessons in total)</p>	<p>To use flowcharts, timers and repeat in block based coding</p> <p>To understand how the PRIMM approach can support the input and debugging process of writing code.</p> <p>Program – Purple Mash 2Code</p>	<p>Editing of photographs using a range of basic tools and filters</p> <p>To work collaboratively together to create documents.</p> <p>To use desk top publishing tools effectively and understand the differences between a word processor and desk top publisher</p> <p>Program – MS Publisher</p> <p>Ipad apps – Photo editing software</p>
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