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|  | **EYFS** | **Year 1** | **Year 2** |
| **Autumn 1** | EYFS will be accessing ICT throughout the provision. Children will experience Computer Science, Information Technology and Digital Literacy. There will be a weekly teacher input and opportunities within Continuous Provision.  **Communication and Language – *Listening, Attention and Understanding***  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ***Speaking***  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  **Expressive Arts and Design**  ***Being Imaginative and Expressive***  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  ***Creating with materials***  Share their creations, explaining the process they have used.  Make use of props and materials when role playing characters in narratives and stories.  **Literacy  *Word Reading***  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read words consistent with their phonic knowledge by sound-blending.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  ***Writing***  Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.  ***Comprehension***  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.  **Mathematics**  ***Number***  Have a deep understanding of number to 10, including the composition of each number.  Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  ***Numerical Patterns***  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  **Physical Development**  ***Fine Motor***  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paint brushes and cutlery.  Begin to show accuracy and care when drawing.  ***Gross Motor***  Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **Personal, Social and Emotional Development**  ***Building Relationships***  Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.  ***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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ***Self Regulation***  Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their  immediate impulses when appropriate.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  **Understanding the World**  ***People, Cultures and Communities***  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  ***Past and Present***  Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  ***Natural World***  Explore the natural world around them, making observations and drawing pictures of animals  and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **Unit 1.1 – Online Safety (4)**  I can log in safely. I can learn how to find saved work in the Online Work area and find teacher comments. I can learn how to search Purple Mash to find resources. I can become familiar with the icons and types of resources available in the Topics section. I can start to add pictures and text to work. I can explore the Tools and Games  section of Purple Mash. I can learn how to open, save and print. I can understand the importance of  logging out.  **Unit 1.2 – Grouping and Sorting (2)**  I can sort items using a range of criteria. I can sort items on the computer using the ‘Grouping’ activities in Purple Mash. | **Unit 2.1 – Coding (6)**  I can understand what an algorithm is. I can create a computer program using an algorithm. I can create a program using a given design. I can understand the collision detection event. I can understand that algorithms follow a sequence. I can design an algorithm that follows a timed sequence. I understand that different objects have different properties. I understand what different events do in code. I understand the function of buttons in a program. I understand and debug simple programs.  **Unit 2.2 – Online Safety (1)**  I know how to refine searches using the Search tool. I can use digital technology to share work on Purple Mash to communicate and connect with others locally. I have some knowledge and understanding about sharing more globally on the Internet. I can begin to understand Email as a communication tool using 2Respond simulations. I understand how we should talk to others in an online situation. I can open and send simple online communications in the form of email. I understand that information put online leaves a digital footprint or trail. I can identify the steps that can be taken to keep personal data and hardware secure. |
| **Autumn 2** | **Unit 1.3 – Pictograms (3)**  I understand that data can be represented in picture format. I can contribute to a class pictogram. I can use a pictogram to record the results of an experiment.  **Unit 1.4 – Lego Builders (3)**  I can compare the effects of adhering strictly to instructions to completing tasks without complete instructions. I can follow and create simple instructions  on the computer. I can consider how the order of instructions affects the result. | **Unit 2.2 – Online Safety (2)**  As above  **Unit 2.3 – Spreadsheets (4)**  I can use 2Calculate image, lock, move cell, speak and count tools to make a counting machine. I know how to copy and paste in 2Calculate. I can use the totalling tools. I can use a spreadsheet for money calculations. I can use the 2Calculate equals tool to check calculations. I can use 2Calculate to collect data and produce a graph.  **Unit 2.4 – Questioning (1)**  I can learn about data handling tools that can give more information than pictograms. I can use yes/no questions to separate information. I can construct a binary tree to identify items. I can use 2Question (a binary tree database) to answer questions. I can use a database to answer more complex search questions. I can use the Search tool to find information. |
| **Spring 1** | **Keeping Safe Online**  **Using** <https://www.thinkuknow.co.uk/4_7/>  Jessie Stories  Children can also explore elements of Interland | **Keeping Safe Online**  Using <https://www.thinkuknow.co.uk/4_7/>  Jessie’s stories  And exploring parts of Google’s Interland |
| **Spring 2** | **Unit 1.5 – Maze Explorers (3)**  I can understand the functionality of the  direction keys. I can understand how to create and  debug a set of instructions (algorithm). I can use the additional direction keys as part of an algorithm. I can understand how to change and extend the algorithm list.  I can create a longer algorithm for an activity. I can set challenges for peers. I can access peer challenges set by the teacher as 2Dos.  **Unit 1.6 – Animated Story Books (5)**  I can introduce e-books and the 2Create a Story tool. I can add animation to a story. I can add sound to a story, including voice recording and music the children  have composed. I can work on a more complex story,  including adding backgrounds and copying and pasting pages. I can share e-books on a class display board.  **Sharing the story of Goldilocks for a digital age** | **Unit 2.4 – Questioning (4)**  As above  **Unit 2.5 – Effective Searching (3)**  I understand the terminology associated with searching. I can gain a better understanding of searching on the Internet. I can create a leaflet to help someone search for information on the Internet. |
| **Summer 1** | **Unit 1.7 Coding (6)**  I can understand what instructions are and predict what might happen when they are followed. I can use code to make a computer program. I can understand what object and actions are. I understand what an event is. I can use an event to control an object. I can understand how code executes when a program is run. I understand what backgrounds and objects are. I can plan and make a computer program. | **Unit 2.6 – Creating Pictures (5)**  I understand the functions of the 2Paint a Picture tool. I can learn about and recreate the Impressionist style of art (Monet, Degas, Renoir). I can recreate Pointillist art and look at the work of pointillist artists such as Seurat. I can learn about the work of Piet Mondrian and recreate the style using the lines template. I can learn about the work of William Morris and recreate the style using the patterns template. I can explore surrealism and eCollage. |
| **Summer 2** | **Unit 1.8 – Spreadsheets (3)**  I know what a spreadsheet program looks like. I can locate 2Calculate in Purple Mash. I can enter data into spreadsheet cells. I can use 2Calculate image tools to add clipart to cells. I can use 2Calculate control tools: lock, move cell, speak and count.  **Unit 1.9 – Technology outside the school (2)**  I can walk around the local community and find examples of where technology is used. I can record examples of technology outside school. | **Unit 2.7 – Making Music (3)**  I can combine sounds using 2Sequence. I can edit and refine composed music. I can think about how music can be used to express feelings and create tunes which depict feelings. I can upload a sound from a bank of sounds into the Sounds section. I can record and upload environmental sounds into Purple Mash. I can use these sounds to create tunes in 2Sequence.  **Unit 2.8 – Presenting Ideas (4)**  I can explore how a story can be presented in different ways. I can make a quiz about a story or class topic. I can make a fact file on a non-fiction topic. I can make a presentation to the class. |