



	EYFS						
	Self Reg	gulation	 Show resilience and perseverance in the face of challenge. 				
PSED	Managing Self		 Increasingly follow rules without adult reminders and understand why they are important. Explain the reasons for rules, know right from wrong and try to behave accordingly. 				
Physical Development	Gross		 Know and talk about different factors that support their overall health and wellbeing; regular personal activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being a safe pedestrian. 				
Maths	Geometry		Shape and space				
Understanding the World	People, Culture and Communities		 Talk about members of their immediate family and community. Name and describe people who are familiar to them. Show interest in different occupations. 				
Expressive Arts and Design	Creating with materials		 Draw with incr and including c Safely use and with colour, de Explore, use ar 	easing complexity and de letails. explore a variety of mate sign, texture, form and f nd refine a variety of artis	etail, such as representin erials, tools and techniqu unction. stic effects to express the	ng a face with a circle ues, experimenting eir ideas and feelings.	
	Being imaginativ	e and expressive	Play instruments with increasing control to express their feelings and ideas.			s and ideas.	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

			/	0		
<u>E-Safety</u> – Staying safe when using technology	 Know what personal information is and why it is important to keep personal information safe. Develop understanding of e- safety rules. Develop ways to manage emotions online. 	 Identify risks online and know what to do when situations arise. Know who you can ask for help. Understand the impact their actions have on others. Know how to use technology safely. 	 Understand how to use technology respectfully. Recognise acceptable and unacceptable behaviour online. Understand age restrictions and the importance of these in keeping us safe. 	 Understand specific dangers that may pose online- spam email etc. Identify a range of ways to report different types of concerns online. Understand what a 'digital footprint' is and how information is stored and can be used. 	 Understand how our personal information can be collected and stored by different devices. Know ways we can protect our personal information as a result of this. 	 Understand the different ways people communicate online and their motives behind this. Know what is meant by 'consent' when online and the risks of this in relation to the personal information stored. Identify ways we can protect ourselves.
<u>E-Safety</u> – Content Online		 Recognise different ways technology can be used- inside and outside of school. 	 Begin to evaluate digital content to explain why information might be altered. Begin to assess the accuracy of content online. 	 Begin to understand how to search effectively. Understand the function of adverts and the impact adverts have on the accuracy of information we search. 	 Understand how search results are selected and ranked and the impact on this. Develop strategies to use when evaluating online content's reliability and validity. 	• Understand the reasons people share inappropriate content online.

<u>E-Safety</u> – Mental wellbeing	Year 1	Year 2	Year 3	Year 4	 Evaluate the impact digitally altered photos and filters have on our mental wellbeing. 	 a virtual image. Know the importance of balancing screen time with other activities. Evaluate the impact screen time has on our mental wellbeing.
	 Understand what 	 Create their own 			• Control a simple	

				-0		
	 Begin to create and test their own algorithms with a floor robot to reach a particular destination. Use logical reasoning to predict the destination of a floor robot using their knowledge of algorithms. 	 floor robot to move to. Explore ways to make algorithms more efficient. Begin to debug and correct given algorithms and apply this understanding to begin to debug their own algorithms. 			 Explain that a loop can stop when conditions is met. Explain that a loop can be used to repeatedly check 	
<u>Computer</u> <u>Science</u> –Coding using a range of software	 Use join blocks together to make a sprite move. Design, create or choose a sprite and a background for coding. Change the value of a block to make an algorithm more efficient. Code for multiple sprites. Plan a project. Create a project following plan. 	 Run a program using a start and end block. Create a sequence of commands to produce an outcome. Use the 'tap' and 'say' block to create an algorithm of my own design. Change a design to create my own quiz project. 	 Introduce the function of the timer and repeat block to make coding more efficient. Develop their understanding from previous years and begin to combine more blocks together to suit a particular purpose. Begin to debug simple errors in 	 Use shorthand coding to make a turtle move on a computer. Use loops to make coding more efficient to create a desired project. Debug their own codes, where possible, to make their coding accurate and correct. 		 Understand the function of variables to include a timer/scoreboard in projects. Plan and create their own independent project that suits their purpose. Debug their own codes, where possible, to make their coding

			block coding to make the codes behave in the expected way.			accurate and correct. • Evaluate the effectiveness of their project and suggest improvements and changes.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information <u>Technology</u> - Creating digital artwork and digital writing	 Create digital artwork using a variety of different tools. Begin to understand how to create digital writing through typing. 	 Explore tools within a word processing program (Word) to create a poster. Explore how to insert images Save digital content to an appropriate folder to retrieve later. 	 Recap understanding of using a keyboard to type. Create an informative slide and insert an image. Understand how the layout of a slide can be used to present information in different ways. Add in shapes and lines to my presentation. Begin to use animation in my 			 Understand the way webpages work and explore the use of hyperlinks to link multiple pages on a website. Use a range of tools (learned previously across the years) to organise and create webpages for a particular topic/suit a need. Share and evaluate their webpages, suggesting changes

			 presentation and add transitions between slides. Evaluate my presentation and make suitable changes to improve it. 			for their own project and others.
<u>Information</u> <u>Technology</u> – Data Collection	 Identify a label for a group of objects. Count a group of objects. Find objects with similar properties. Group objects in more than one way using the same properties. Compare groups of objects. Answer questions about groups of objects. 	 Understand how we can collect, record and present data using a computer program. Create a range of different graphs to present data. Type a simple sentence to explain their findings. 	 Understand the term attributes and use this effectively to sort objects. Understand how to create a physical tree structure to sort objects. Use a program to create a branching database. Use a branching database to answer questions. 	 Explain how data can be used to answer questions. Use a digital device from a sensor to collect data. Collect data at given points and download the data onto a computer. Understand how cells work in Excel and input information into the cells. Input data in a spreadsheet and create a graph from data given to me. 	 Understand what a database is and organise data to be inputted into a database. Create their own database on a particular topic. Use tools to input data into their own database. Answer questions using their finished database. 	

			0		
Information <u>Technology</u> – Creating music and audio recordings	 Use a computer to experiment with pitch by connecting images with sounds. Identify that music is a sequence of notes and create a musical pattern on a computer. Understand what 'tempo' is and how to adjust it on the computer. Create my own music for a purpose. 		 Create a simple audio recording thinking about the importance of the environment around them. Edit digital recordings on a simple editing software. Evaluate the effectiveness of their digital audio recording and suggest improvements. 		
<u>Information</u> <u>Technology</u> – Photo/Video editing and animations		 Understand how stop motion animation works. Know the importance of using onion skinning to create a seamless animation. Plan, create and evaluate their digital project. 	 Use tools within a photo editing software to crop an image. Understand how filters can be used to change the light and colour to photographs and the effect this has on a photograph. Combine images for a purpose. 	 Use different camera angles for effect. Create a storyboard to plan a short video. Combine filming techniques to create a short video for a given purpose. Use a range of tools (crop, trim 	 Use a variety of tools to create and move digital 3D shapes on a computer. Modify digital 3D shapes online using resizing, lifting and lowering tools. Combine digital 3D shapes using duplicating and grouping tools.

Subj	ect:	Com	puting

		 Evaluate created 	and effects) to	• Plan a 3D model to
		images.	edit a short film.	suit a purpose.
			 Evaluate the 	• Produce a 3D model
			effectiveness of	based on a design.
			their video and	 Explain how my 3D
			make	model can be
			improvements by	improved and make
			reshooting and	modifications to
			editing.	achieve this.