National Curriculum Coverage

Computing

Early Years Foundation Stage

EYFS Unit of work	Christleton Primary School Progression Document that has come from Development Matters and Check Points tracking.	Early Years Outcomes Specific Areas Development Matters 2021 ELG
Computer systems and networks: Using a computer	**Personal, Social and Emotional Development** • Is confident to tackle new challenges and with encouragement will keep going. • Can cooperate with others listening and sharing some ideas and will listen to advice about how to solve disagreements. • Can identify how others feel and responds appropriately. • Is able to take turns in group activities and is able to use appropriate words to solve conflict. • Know and talk about the different factors that support their overall health and wellbeing: Sensible amount of screen time **Fine Motor Skills** Use tools effectively for a specific purpose	**Physical development** **Fine Motor Skills** Children at the expected level of development will: • use a range of small tools, including scissors, paint brushes and cutlery; • begin to show accuracy and care when drawing. **Personal, Social and Emotional Development** **Self-Regulation** Children at the expected level of development will: • 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. **Managing self:** Children at the expected level of development will: • 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.

Programming: All about instructions	**Creating with Materials** • Use different techniques and materials to achieve the desired effect and can talk about what has been created. • Is beginning to plan a design before starting. **Personal, Social and Emotional Development** • Is confident to tackle new challenges and with encouragement will keep going. • Can cooperate with others listening and sharing some ideas and will listen to advice about how to solve disagreements. • Is able to take turns in group activities and is able to use appropriate words to solve conflict.	**Expressive arts and Design** **ELG: Creating with Materials** Children at the expected level of development will: • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • share their creations, explaining the process they have used. **Personal, Social and Emotional Development** **Self-Regulation** Children at the expected level of development will: • 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. **Managing self:** Children at the expected level of development will: • 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.
Computer systems and networks: Exploring hardware	**Creating with Materials** • Use different techniques and materials to achieve the desired effect and can talk about what has been created. • Is beginning to plan a design before starting.	**Expressive arts and Design** **ELG: Creating with Materials** Children at the expected level of development will:

		• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • share their creations, explaining the process they have used.
Programming: Bee-Bots	**Creating with Materials** - Use different techniques and materials to achieve the desired effect and can talk about what has been created. - Is beginning to plan a design before starting. **Personal, Social and Emotional Development** - Is confident to tackle new challenges and with encouragement will keep going. - Can cooperate with others listening and sharing some ideas and will listen to advice about how to solve disagreements. - Is able to take turns in group activities and is able to use appropriate words to solve conflict.	**Expressive arts and Design** **ELG: Creating with Materials** Children at the expected level of development will: • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • share their creations, explaining the process they have used. **Personal, Social and Emotional Development** **Self-Regulation** Children at the expected level of development will: • 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. **Managing self:** Children at the expected level of development will: • 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.

Data Handling: Introduction to data	**Personal, Social and Emotional Development** • Is confident to tackle new challenges and with encouragement will keep going. • Can cooperate with others listening and sharing some ideas and will listen to advice about how to solve disagreements. • Is able to take turns in group activities and is able to use appropriate words to solve conflict.	**Personal, Social and Emotional Development** **Self-Regulation** Children at the expected level of development will: • 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. **Managing self:** Children at the expected level of development will: • 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.

Key Stage 1

National Curriculum Objective	Where My Feet Take Me	At the Zoo	Going on a journey	Up in Flames	United Kingdom	Great Explorers.
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	✅			✅	✅	✅
create and debug simple programs	✅			✅	✅	✅
use logical reasoning to predict the behaviour of simple programs	✅			✅		✅
use technology purposefully to create, organise, store, manipulate and retrieve digital content		✅	✅	✅	✅	✅
recognise common uses of information technology beyond school				✅		
use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	✅	✅	✅	✅	✅	✅

Lower Key Stage 2

National Curriculum Objective	Hidden Depths	A Wave of Change	Voyage of Discovery	That's Entertainment: Greek Style!	Blast From The Past	Walk on the Wild Side
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 algorithms and programs	✅	✅	✅	✅	✅	✅
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	✅	✅	✅	✅	✅	✅
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 presenting data and information	✅	✅	✅	✅	✅	✅
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	✅	✅	✅	✅	✅	✅

Upper Key Stage 2

National Curriculum Objective	The Amazing Americas	Heroes and Villains	One World	Conflict and Resolution	Under the Canopy	Hopes and Dreams
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 algorithms and programs	✅	✅	✅	✅	✅	✅
understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	✅	✅	✅	✅	✅	✅
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 presenting data and information	✅	✅	✅	✅	✅	✅
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	✅	✅	✅	✅	✅	✅