



# Computing Curriculum: Year A



**EYFS Curriculum**

**Year A Topics:** Ourselves, Autumn celebration, Transport, Traditional tales, Brown bear, Pirates.

**Understanding the world**

- Can recognise self and others,
- can activate buttons, flaps and simple mechanisms,
- can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Informal Red 2 Equals Scheme</b>	<p><u>Knowing Me</u></p> <p><b><u>Technology in our lives</u></b> Children to explore technology in our school.</p> <p>Children to be introduced to our IWB's, Sensory room, iPads and hub.</p> <p>Visit areas of school and go on a screen hunt.</p> <p>Children to look at photos of themselves.</p> <p>Children to look at their own image on large screens and try and identify.</p> <p>Extend to children taking photos using the iPads. 'Selfie style'.</p>	<p><u>5,4,3,2,1 Blast Off!</u></p> <p><b><u>Cause and Effect</u></b></p> <ul style="list-style-type: none"> <li>✓ I can interact with objects on screen.</li> <li>✓ I can create objects on a screen.</li> </ul> <p>Children to interact with the Eye gaze, IWB or iPads to exploring space themed images.</p> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Drawing stars app.</li> <li>• Purple mash Rocket.</li> <li>• HelpKidzlearn Space theme songs and counting games.</li> </ul>	<p><u>Pets</u></p> <p><b><u>Touch Control</u></b></p> <ul style="list-style-type: none"> <li>✓ I can use technology to show my learning.</li> </ul> <p>Children to explore helpkidzlearn using the IWB or touch screen computers in the hub to explore selecting, interacting and manipulating images on screen.</p> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Purple Mash 2Paint Projects – Fish</li> <li>• Purple Mash – pets jigsaws</li> <li>• Bug club pictures books – pets.</li> <li>• Purple Mash – Games –</li> </ul>	<p><u>Over the Rainbow</u></p> <p><b><u>Online Safety</u></b> Think You Know - Lee and Kim's Adventures Animal Magic - <a href="https://www.thinkuknow.co.uk/5_7/leeandkim/">https://www.thinkuknow.co.uk/5_7/leeandkim/</a></p> <p>Children to explore the different activities and games linked to the avatars.</p> <p>Role play – masks, small world.</p> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>✓ Purple Mash 2paint – Rainbow</li> <li>✓ Dark room – colour displays</li> </ul>	<p><u>Octopus Garden</u></p> <p><b><u>iPad</u></b></p> <ul style="list-style-type: none"> <li>✓ I can interact with objects on screen.</li> <li>✓ I can create objects on a screen.</li> <li>✓ I can identify icons.</li> </ul> <p>Children to explore apps – Fluidity, Finger Paint and Draw Stars to explore mark making using ICT.</p> <p>Cross curriculum</p> <ul style="list-style-type: none"> <li>✓ Purple Mash – Under the sea jigsaws</li> <li>✓ Espresso – counting fish EYFS</li> </ul>	<p><u>Ugly Bug Ball</u></p> <p><b><u>Switch Control</u></b></p> <ul style="list-style-type: none"> <li>✓ I can explore simple programming.</li> </ul> <p>Children to explore the different switch activities on SEN ICT using single and dual switches.</p> <p>PECs, photographs or pictures to be used to order how to make the music happen etc.</p> <p>This is evidence of a simple algorithm.</p> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Bug club phonics</li> <li>• Topmarks.co.uk – counting ladybird spots.</li> </ul>



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	<p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Ipad App Singing Fingers</li> <li>• Purple Mash My face jigsaw.</li> <li>• Purple Mash – Paint Projects Harvest Basket</li> <li>• App – Bla Bla Bla</li> </ul> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p>		<p>Simple City - Vets</p> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p>			
<p><b>Red 1 &amp; Red 3 (Years 1 &amp; 2)</b></p>	<p><u>Autumn Explorers</u></p> <p><b><u>Online Safety</u></b></p> <p><b><u>National Online Safety Unit – Privacy and Security – EYFS</u></b></p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Know where to go for help and support when they have concerns about content or contact on the internet or other online material.</p> <p>Supportive literature – Smartie the Penguin – e-book.</p>	<p><u>Winter Warmers</u></p> <p><b><u>Multimedia</u></b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Using Paint tools to create a picture. Drag and drop pictures using Purple MASH. Adding text. Retrieving, editing and saving work</p> <p><b>Online Safety Focus – Stage 1 and 2 'Keep it private' Focus 3 - passwords.</b></p>	<p><u>To Infinity and Beyond</u></p> <p><b><u>Programming and coding</u></b> - Bee bots Purple Mash 2Go (Space themed)</p> <ol style="list-style-type: none"> <li>1. Controlling a device (movement / patterns)</li> <li>2. Creating instructions</li> <li>3. Recording instructions</li> <li>4. Predicting instructions needed to complete a task</li> </ol> <p><b>Online Safety - App safety. Supporting NOS Unit – Privacy and Security – EYFS</b></p>	<p><u>Knight Fever</u></p> <p><b><u>Technology in our Lives</u></b> - Recognising different technology at home, at school and in the environment</p> <p>Understanding the purpose of the Internet and how it can be used</p> <ul style="list-style-type: none"> <li>- Finding an image</li> <li>- Introduce Kiddle, swiggle - searching for information</li> </ul> <p><b>Online Safety – Safe internet use – Stage 1 and 2 internet Focus 1. Supporting NOS Unit –</b></p>	<p><u>Pirates</u></p> <p><b><u>Key Skills</u></b></p> <ul style="list-style-type: none"> <li>✓ Logging on and off</li> <li>✓ Typing skills</li> <li>✓ Mouse control</li> <li>✓ Saving and printing work</li> <li>✓ Use App to take pictures – Pirate app.</li> </ul> <p><b>Online Safety – logging on keeping data private. Supporting NOS Unit – Privacy and Security – EYFS</b></p>	<p><u>The Land of Rhyme</u></p> <p><b><u>Data Handling</u></b></p> <p>Take photographs, video and record sound to record learning experiences → Link to 'Plants' topic in Science</p> <p>Purple Mash - Collect data, generate graphs and charts to find answers.</p> <p>Explore graphs and data using topmarks.co.uk</p> <p><b>Online Safety – sharing photos and storing them safely. Supporting NOS Unit –</b></p>



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	<p><b>Vocabulary - Online Safety, Online safety, Password, adults we trust. Stranger danger.</b></p> <p>Acceptable Use policy shared with children including Internet use policy.</p>	<p><b>Supporting NOS Unit – Privacy and Security – EYFS</b></p> <p>Vocabulary – save, file, document, app, font, colour, size.</p>	<p>Vocabulary – programming, Bee Bot, left, right, forward, backwards, go, instructions.</p>	<p><b>Online Relationships – EYFS</b></p> <p>Vocabulary - technology, internet, world wide web, Kiddle, swiggle, safesearch, search engine, image.</p>	<p>Vocabulary – log on/off, shut down, password, private, keyboard, mouse, mouse pad, save, file, print, photocopier.</p>	<p><b>Self Image and Identity – EYFS</b></p> <p>Vocabulary – photos, camera, video, microphone.</p>
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### Informal Curriculum – EQUALS

#### Yellow 2

**Year A Topics:** Planes, Trains and Automobiles, Lets celebrate, To the moon and back, We're going to the zoo, Do you believe in magic? Fun in the sun.

<p><b>ICT</b></p> <p>Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions.</p> <p>Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard.</p> <p>Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class.</li> <li>• Single click mouse, lower case keyboard and headphones used to facilitate access.</li> <li>• Adapted switches for pupils with barriers to access.</li> <li>• A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance.</li> <li>• More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys.</li> <li>• Daily access to a range of fine motor activities to increase skill and control.</li> <li>• Real ICT equipment available for exploration – CD players, cameras, phones</li> <li>• Role play area using real world objects such as old laptops and telephones.</li> <li>• Sensory room to be used with switches to allow pupils to control the equipment independently.</li> </ul>
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- Supervised cooking activities using electrical equipment such as a toaster, blender or electric whisk.
  - Use of typing and mark-making programs to support the CLL curriculum.
  - Pupils to print out work created on the computer for display in the classroom.
  - Creating photographs of their practical work in class and turning into scrap books by printing out their photographs.
  - Children's youtube app for reward times to promote independence in finding and playing the videos or songs.
- Community/Specialist Provision:**
- Using a computer at the school library.
  - Using a camera or ipad to document their own class trips.
  - Using lifts and door entry systems

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Journeys	Frozen Planet	Amazing Animals	Out of this world	Terrific Time Travellers	Colour, Shimmer & Shine
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4 (Years 3 &amp; 4)</b>	<p><b><u>Online Safety</u></b></p> <p><b><u>National Online Safety Unit – Privacy and Security – KS1</u></b></p> <p>Children to explore the acceptable use policy and learn about the monitoring systems used in school.</p> <p>Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping</p>	<p><b><u>Key Skills – Information Technology</u></b></p> <p>To continue to develop typing speed and accuracy to enable independent and efficient access to a computer.</p> <p>To understand the purpose of, and begin to independently use a range of different technology.</p> <ul style="list-style-type: none"> <li>✓ I can use a mouse.</li> <li>✓ I can use a keyboard.</li> <li>✓ I can launch an application</li> </ul>	<p><b><u>Programming – Scratch Jnr Programming</u></b></p> <p><u>Scratch -</u></p> <p>Focus - to follow precise instructions. During the sequence, children will predict what will happen and afterwards begin adding or editing their own characters and backgrounds.</p>	<p><b><u>Online Safety</u></b></p> <p><b><u>National Online Safety Unit – Online Reputation &amp; Online Bullying.</u></b></p> <p>Pupils explore what it means to be responsible for and respectful of their offline and online communities as a way to learn how to be good digital citizens</p> <ul style="list-style-type: none"> <li>✓ I can explain the difference between acceptable and</li> </ul>	<p><b><u>Multimedia - Computer Art Making Music</u></b></p> <p>To be introduced to making music digitally using 2Sequence (Purple Mash).</p> <p>To explore, edit and combine sounds using 2Sequence.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record their own sound and upload it into the Sounds section.</p>	<p><b><u>Multimedia - Presentation skills</u></b></p> <p>I can change the appearance of text to increase its effectiveness.</p> <p>I can use photos, video and sound to create an atmosphere when presenting to different audiences.</p> <p>Children to explore Powerpoint, imovie to create presentations.</p>



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<p>strong, secure passwords.</p> <ul style="list-style-type: none"> <li>✓ understand why people need to be safe online</li> <li>✓ I can create something that tells people how to stay safe.</li> </ul> <p><b>Vocabulary – acceptable use, policy, agreement, digital member, password, safety, private.</b></p> <p>Acceptable Use policy shared with children including Internet use policy</p>	<ul style="list-style-type: none"> <li>✓ I can save a file</li> <li>✓ I can print a document.</li> <li>✓ I can use a photocopier.</li> </ul> <p><b>Online Safety – Cyber bullying - National Online Safety Unit – Online Bullying KS1</b></p> <p><b>Vocabulary – keyboard, mouse, mouse pad, save, file, document, printer, photocopier.</b></p>	<p><b>Online Safety – Safe search – How to use search engines safely. Supporting NOS Unit – Managing Online Information KS1</b></p> <p><b>Vocabulary – Scratch, program, code, instructions, system, goals, debug, problem.</b></p>	<p>unacceptable behaviour (when using technology)</p> <p><b>Vocabulary - online community, behaviour, acceptable, unacceptable, digital citizen, bullying.</b></p>	<p>To create their own tune using the sounds which they have added to the Sounds section.</p> <p><b>Online Safety – Storing videos and images safely. Supporting NOS Unit – Self Image and Identity. Privacy and Security KS1</b></p> <p><b>Vocabulary – digital, music, tune, sequence, save, upload.</b></p>	<p><b>Online Safety – Focus – appropriate and inappropriate content. What to do if content upsets you. Supporting NOS Unit –Health, Wellbeing and Lifestyle. KS1</b></p> <p><b>Vocabulary – Powerpoint, presentation, imovie, sound, video, digital, presentation.</b></p>
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### Informal Curriculum – EQUALS

#### Blue 2

**Year A Topics:** Journeys, Winter festivals of light, Magic Carpet Ride, Amazing Animals, Who do you think you are? We're all going on a summer holiday.



## Two Rivers Computing Curriculum

### ICT

Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions.

Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks and show understanding of the difference between a variety of control functions eg photo editing

### Key strategies and types of provision/resources:

- Remote control cars and Beebots used with grids or roads marked out on the floor.
- Access to a range of simple computer programs and games such as car racing, drawing packages and music exploration.
- Real ICT equipment available for exploration – CD players, cameras, phones
- Role play area using real world objects such as old laptops and telephones.
- Use of cameras and photo editing programs for art and PSED sessions
- Pupils help with school jobs such as photocopying, putting on the laundry and making posters.
- Opportunities for supported and independent work on the computer and ipad across the curriculum.
- Supervised cooking, DT, woodwork and music activities that provide opportunities for use of a variety of electrical equipment such as: sewing machine, drill, blender, cooker, sound recording apps or devices.
- Access to music or art packages on the computer or ipad which involve a range of controls. Eg changing, colour, shape, size and orientation for a drawing package. Changing instrument, tempo and pattern in a musical game.

### Community/Specialist Provision:

- Using a computer at the school library.
- Touch screen ordering systems in shops.
- Using a camera or ipad to document their own class trips and edit simple videos.
- Self-checkout touch screen controls.



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<p><b>Blue 1 &amp; Blue 3 &amp; Blue 4  (Years 5 &amp; 6)</b></p>	<p><u>Egyptians</u></p> <p><b><u>Online Safety</u></b></p> <p><b><u>National Online Safety Unit – Online Bullying – KS1/KS2</u></b></p> <p><b><u>Cyber Bullying</u></b> Children need an awareness of what cyber bullying means and how it can potentially occur.</p> <p>Children need to understand the potential consequences for all involved.</p> <p>Children need to be taught 'What to do if' they experience Cyber bullying or know of Cyber bullying happening.</p> <p>Children to be taught how to be a good digital citizen and how negative behaviour can affect their digital footprint.</p>	<p><u>Lights, Camera, Action!</u></p> <p><b><u>Multimedia – Animation – 2 Animate Purple MASH</u></b></p> <p>To put together a simple animation using paper to create a flick book.</p> <p>Children to understand animation frames.</p> <p>Children to have made a simple animation using 2Animate.</p> <p>2 2Animate Tools</p> <ul style="list-style-type: none"> <li>• Children know what the Onion Skin tool does in animation.</li> <li>• Children can use the Onion Skin tool to create an animated image.</li> <li>• Children can use backgrounds and sounds to make more complex and imaginative animations.</li> </ul> <p><b>Online Safety – Who's your audience – Children to learn about privacy settings and how to keep their information safe.</b></p>	<p><u>Space – 5,4,3,2,1</u></p> <p><b><u>Key Skills – Information Technology</u></b></p> <p>To continue to develop typing speed and accuracy to develop competency in typing.</p> <p>To understand the purpose of, and use independently, a range of different technology.</p> <p>To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.</p> <p><b>Online Safety – Virus threats. Safe website search. Supporting NOS Unit –Privacy and Security KS1/KS2</b></p>	<p><u>Righteous Royals</u></p> <p><b><u>Programming – Coding 2CODE Purple Mash</u></b></p> <p>To design and write a program that accomplishes a specific goal.</p> <p>To design and write a program that simulates a physical system.</p> <p>To use repetition commands To introduce 'If' statements.</p> <p>Debugging.</p> <p>To introduce variables.</p> <p><b>A.L.E.X – App programming –</b> Children to play and create simple games using simple programming using icons.</p> <p><b>Online Safety – Acceptable us policy – why it's important and what it means. Digital citizen work. Supporting NOS Unit –</b></p>	<p><u>Magic</u></p> <p><b><u>Programming – Scratch Jnr</u></b></p> <p>Create content that accomplish given goals.</p> <p>Solve problems by decomposing them into smaller parts.</p> <p>Write and debug programs that accomplish specific goals.</p> <p>Design, write and debug programs that accomplish specific goals.</p> <p>Children to create a Maze game by writing an algorithm for multiple characters and backgrounds. (Purple Mash)</p> <p><b>Online Safety – Share content like blogs, Videos of creations including those on Scratch on an online platform. Who is</b></p>	<p><u>Groovy Greeks</u></p> <p><b><u>Multimedia – Email</u></b></p> <p>Pupils will be taught to think about different methods of communication.</p> <p>To open and respond to emails.</p> <p>To write an email to someone using an address book.</p> <p>To learn how to use email safely.</p> <p>To add an attachment to an email.</p> <p><b>Online Safety – Email safety – What to do if.... And appropriate content/usage. Supporting NOS Unit – Self Image and</b></p>
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	<p><b>Vocabulary – Cyber bullying, trolling, online community, behaviour, acceptable, unacceptable, report, consequences.</b></p> <p>Acceptable Use policy shared with children including Internet use policy</p>	<p><b>Supporting NOS Unit – Self Image and Identity. Self-Image and Identity. KS1/KS2</b></p> <p><b>Vocabulary – Animation, stop frame, camera, iPad, software, hardware, storyboard, props, backgrounds,</b></p>	<p><b>Vocabulary - Word processing skills, Mouse control, Selecting, highlighting texts, Changing font, changing sizes, Powerpoint, Clicker, Word.</b></p>	<p><b>Online Relationships KS1/KS2</b></p> <p><b>Vocabulary – programming, code, debug, algorithm instructions, order, variables, commands, design, app, application.</b></p>	<p><b>watching? Supporting NOS Unit – Self Image and Identity. Copyright and Ownership KS1/KS2</b></p> <p><b>Vocabulary – Scratch, program, code, Algorithms, triggers, motions, end results, instructions, system, goals, debug, problem, Sprites.</b></p>	<p><b>Identity. Managing Online Information KS1/KS2</b></p> <p><b>Vocabulary – Email, internet, world wide web, inbox, sent, trash, draft, attachments.</b></p>
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# Computing Curriculum: Year B



**EYFS Curriculum**

**Year B Topics:** Ourselves, Snow and ice, Food, Dinosaurs, Animals, Nusery Rhymes

**Understanding the world**

- Can recognise self and others,
- can activate buttons, flaps, and simple mechanisms,
- can notice features in both the immediate and wider environment.
- can participate in cultural days through role play, songs and creative activities.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Informal EQUALS Red 2</b>	Nursery Rhymes	Winter Wonderland	Bucketful of Dinosaurs	'Tickets Please' Transport	Food Glorious Food	Down in the Jungle
	<p><b>Technology in our lives</b> Children to explore technology in our school. Children to be introduced to our IWB's, dark room, iPads and hub. Visit areas of school and go on a screen hunt.</p> <p><b>Technology in the environment</b> Road crossings Using technology in the kitchen – microwave etc. Supermarket checkout – Community visits to explore technology around us.</p> <p>Introduced iPad</p>	<p><b>Cause and Effect – mark making</b></p> <ul style="list-style-type: none"> <li>✓ I can create objects on a screen.</li> <li>✓ I can identify icons.</li> <li>✓ I can make purposeful marks on screen.</li> </ul> <p>Using the IWB children will explore Purple Mash 2Paint Projects making purposeful marks. Children will be taught to;</p>	<p><b>Touch Control</b></p> <ul style="list-style-type: none"> <li>✓ I can interact with objects on screen.</li> </ul> <p>Clicker 6 matching pictures. Children to match PEC images of dinosaurs, illustrations and cartoon dinosaurs beginning with a choice of 2 and extend.</p> <p>Children to use index finger touch control on the touch screen PC's in class and in the hub.</p> <p>Cross Curriculum</p>	<p><b>Online Safety</b> <b>Smartie the Penguin</b> <a href="http://kidsmart.org.uk/teachers/ks1/sources/index.htm">http://kidsmart.org.uk/teachers/ks1/sources/index.htm</a></p> <p>Create a Smartie the Penguin image (e.g. 2Paint or Paint on Purple Mash) telling children to ask for help if anything unexpected happens when they are online.</p> <p>Make a display with an E-safety theme with penguin images for adults who can help us when we are online</p> <p>-</p>	<p><b>IPad</b></p> <ul style="list-style-type: none"> <li>✓ I can use technology to show my learning</li> </ul> <p>Children to explore the camera feature on the iPad and take pictures of their topic related work - Food technology/ activities to make a photo story book.</p> <p>Use a book style app to make a class/group story to share on the IWB using Apple TV.</p> <p>Cross Curriculum</p>	<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>✓ I can explore simple programming.</li> </ul> <p>Children to explore different RC toys focusing on directions forwards and backwards.</p> <p>Children on the sensory curriculum to explore simple switch/ cause and effect toys.</p> <p>Children to look at simple direction/control images. (go, stop, forwards, backwards.)</p>



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	<p>CBEBBIES app</p> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Youtube Nursery Rhyme songs.</li> <li>• Purple Mash 2Paint Humpty Dumpty Mash Cam</li> </ul> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p> <p>PEC Acceptable Use policy shared with children including Internet use policy</p>	<ul style="list-style-type: none"> <li>• Use their index finger for touch control</li> <li>• Mark make in all directions.</li> <li>• Choose colours and patterns using icons.</li> <li>• Use width tool for pen / brush</li> </ul> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Switch IT Weather</li> <li>• Purple Mash 2Paint Projects – Snowman, Christmas Tree</li> <li>• Education City – Build a snowman</li> </ul> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p>	<ul style="list-style-type: none"> <li>• Purple Mash Dinosaur jigsaws 4 – 8 pieces</li> <li>• Purple Mash Paint projects</li> <li>• Bug Club picture books – Harry and a bucket full of dinosaurs.</li> </ul> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p>	<p>Teachers/TA's/Parents etc</p> <p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Purple Mash 2paint – vehicles</li> <li>• Purple Mash – Garage</li> </ul> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p>	<p>✓ Clicker food matching activities.</p> <p><b>Monthly E-safety Newsletter Home to parents.</b></p>	<p>Cross Curriculum</p> <ul style="list-style-type: none"> <li>• Purple Mash 2Paint animals</li> <li>• Phonics play.co.uk dear zoo sounds.</li> </ul> <p><b>Monthly Online Safety Newsletter Home to parents.</b></p>
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## Two Rivers Computing Curriculum

<b>Red 1 &amp; Red 3  (Years 1 &amp; 2)</b>	<p><u>Africa</u></p> <p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>✓ Touch control – app</li> <li>✓ Mark making over Animals – Elephants Purple Mash</li> <li>✓ Interactive stories and songs on the IWB.</li> <li>✓ Log on/off using passwords.</li> <li>✓ Using icons – camera, favourite apps – Purple Mash Taking pictures using the IPad – Camera App, Purple Mash – Mashcam</li> </ul> <p><b>Online Safety focus – password/ data protection. Supporting NOS Unit – Privacy and Security EYFS</b></p> <p><b>Vocabulary -</b></p>	<p><u>Celebrations</u></p> <p><b>Multimedia</b></p> <p>Use technology purposefully to create digital content.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Paint skills – 2paint Firework pictures, Xmas jumper.</p> <p>Interactive stories and songs on the IWB Interactive Christmas Calendar</p> <p>Mark making over Christmas Characters – Purple mash</p> <p><b>Online Safety – ‘what to do if’ SMSC discussions around cyberbullying, stranger danger. Safe adults who can help. Supporting NOS Unit – Health, Wellbeing and Lifestyle EYFS</b></p>	<p><u>Once Upon a Time</u></p> <p><b>Programming</b></p> <p>Bee bots Purple Mash 2Go Red Riding hood theme.</p> <ol style="list-style-type: none"> <li>1. Controlling a device (movement / patterns)</li> <li>2. Creating instructions</li> <li>3. Recording instructions</li> <li>4. Predicting instructions needed to complete a task</li> </ol> <p><b>Online Safety focus – online presence, avatars – Stage 1 and 2 Focus 4 – Lee and Kim. Supporting NOS Unit – Online Relationships EYFS</b></p>	<p><u>The Land Before Time</u></p> <p><b>Online Safety</b></p> <p><b>National Online Safety Unit – Privacy and Security – EYFS</b></p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Digi Duck – logging off and on linked to story.</p> <p>Create display about keeping passwords/ secret and secure.</p>	<p><u>Starry Night</u></p> <p><b>Technology in our lives</b></p> <p><b>Multimedia</b></p> <p>Word processing skills. Word and Clicker.</p> <p>Exploring key boards</p> <ul style="list-style-type: none"> <li>- Typing letters</li> <li>- Typing name</li> <li>- Typing a sentence.</li> <li>- Typing to find an image on the internet.</li> </ul> <p><b>Online Safety focus – safe internet search – link to typing in a search engine, swiggle/kiddle. Supporting NOS Unit – Managing online information EYFS</b></p> <p><b>Vocabulary –</b></p>	<p><u>Under the Sea</u></p> <p><b>Programming</b></p> <p>Daisy Dino app/ Beebot App</p> <p>Understand control devices follow instructions using a common language.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p><b>Online Safety – App safety, device safety – android/Ipad. Discussion about private messaging inside apps. Supporting NOS Unit – Privacy and Security EYFS</b></p> <p><b>Vocabulary –</b></p>



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	<p><b>App, touch screen, ipad, laptop, camera, web cam, log on/off, password, private</b></p> <p>Acceptable Use policy shared with children including Internet use policy</p>	<p><b>Vocabulary – icon, paint, tools, size, font, colour, save, print, file.</b></p>	<p><b>Vocabulary –Beebots programming, icon, background, character.</b></p>	<p><b>Vocabulary – online safety, E-safety, password, log on/off, private, bullying, cyberbullying.</b></p>	<p><b>Key board, computer, laptop, type, typing, keys, Caps Lock, Space bar. E-safety, online safety, internet.</b></p>	<p><b>App, online safety, E-safety, programming, Instructions, forward, backwards, left, right.</b></p>
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### Informal Curriculum – EQUALS Yellow 2

**Year B Topics:** Outdoor Adventure, Around the world, Winter Warmers, Growing up, Teddy bears picnic, Beside the seaside.

<p><b>ICT</b></p> <p>Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions.</p> <p>Pupils will be able to use a range of simple ICT equipment with control, such as headphones, single click mouse and keyboard.</p> <p>Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text.</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"> <li>• Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class.</li> <li>• Single click mouse, lower case keyboard and headphones used to facilitate access.</li> <li>• Adapted switches for pupils with barriers to access.</li> <li>• A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance.</li> <li>• More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys.</li> <li>• Daily access to a range of fine motor activities to increase skill and control.</li> <li>• Real ICT equipment available for exploration – CD players, cameras, phones</li> <li>• Role play area using real world objects such as old laptops and telephones.</li> </ul>
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## Two Rivers Computing Curriculum

- Sensory room to be used with switches to allow pupils to control the equipment independently.
  - Supervised cooking activities using electrical equipment such as a toaster, blender or electric whisk.
  - Use of typing and mark-making programs to support the CLL curriculum.
  - Pupils to print out work created on the computer for display in the classroom.
- Teaching pupils to use the door opening systems more independently to understand the inputs.
- Creating photographs of their practical work in class and turning into scrap books by printing out their photographs.
  - Children's youtube app for reward times to promote independence in finding and playing the videos or songs.
- Community/Specialist Provision:**
- Using a computer at the school library.
  - Using a camera or ipad to document their own class trips.
  - Using lifts and door entry systems

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Happy Healthy Me	Victorian Wonderland	Let it Grow	Chocoholics	The Great Outdoors	The Big Top
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4 (Years 3 &amp; 4)</b>	<p><b>Programming Coding – 2CODE Purple Mash</b> Pupils will create unambiguous instructions like those required by a computer. To build one- and two-step instructions using the printable code cards.</p> <p>Introduction to coding.</p>	<p><b>Online Safety – National Online Safety Unit – Privacy and Security – KS1</b></p> <p><b>Kidsmart</b> Pupils will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns and</p>	<p><b>Multimedia</b> Pupils will create different effects with different technology tools.</p> <p>Combine a mixture of text, graphics and sound to share learning.</p> <p>Children to create films and books using a variety of apps and programs including</p>	<p><b>Key Skills Information Technology</b> Pupils will become skilful in using different tools to control technology.</p> <p>To begin to develop typing speed and accuracy to enable independent access to a computer.</p>	<p><b>Online Safety National Online Safety Unit – Online Relationships – KS1</b></p> <p><b>My Online Community</b> Pupils explore the concept that people can connect with one another through the Internet.</p> <p>They understand how the ability for people to communicate</p>	<p><b>Programming Turtle Logo</b> Pupils understand what algorithms are; and that programs execute by following precise and ambiguous instructions.</p> <p>Create and debug simple programs.</p>



## Two Rivers Computing Curriculum

	<p>Introduction to block coding on screen.</p> <p>Introduce backgrounds and characters.</p> <p>Making a character move left and right.</p> <p>Making a character move when clicked.</p> <p><b>Ext for MA -</b> Introduction to Collision Detection.</p> <p><b>E-safety – Acceptable use policy focus – Do’s and Don’ts of responsible use. Supporting NOS Unit – Copyright and Ownership KS1</b> Including Internet use policy</p> <p><b>Vocabulary – programming, coding, code instructions, order.</b></p>	<p>inappropriate behaviour.</p> <p>Explore the Kidsmart activities – Being Smart and Net Nasties.</p> <p>Learn the safe rules and create a poster/Powerpoint digitally. Individually or in a group.</p> <p><b>Vocabulary - online safety, social media, cyber bullying, trolling, private messaging, data, digital footprint.</b></p>	<p>Movie Makers, Book Creator and Veescape.</p> <p><b>Online Safety – Sharing photos on the internet – Social media dangers/ staying safe – discussions around sharing information. Supporting NOS Unit – Self Image and Identity KS1</b></p> <p><b>Vocabulary – text, sound, app, colour, font, edit, online safety sharing, social media, data, graphics.</b></p>	<ul style="list-style-type: none"> <li>✓ I can use a mouse.</li> <li>✓ I can use a keyboard.</li> <li>✓ I can launch an application</li> <li>✓ I can save a file</li> <li>✓ I can print a document.</li> <li>✓ I can use a photocopier.</li> </ul> <p><b>Online Safety – Online Bullying. Supporting NOS Unit – Online Bullying KS1</b></p> <p><b>Vocabulary – keyboard, mouse, mouse pad, save, file, document, printer, photocopier.</b></p>	<p>online can unite a community but also present danger.</p> <p>Thinkuknow resources – Hectors World/ Cyber Café.</p> <p><b>Vocabulary - online safety, social media, chat rooms, email, skype, cyber bullying, trolling, private messaging, data, digital footprint.</b></p>	<p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Children use Turtle logo to create different algorithms for different shapes and then use the repeat command.</p> <p>(Twinkl and Purple Mash planning to support in Curriculum area ICT)</p> <p><b>Online Safety – True or False – Using search engines to find reliable information. Supporting NOS Unit – Managing Online Information. KS1</b></p> <p><b>Vocabulary - programming, code, instructions, order. MA – algorithm</b></p>
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**Informal Curriculum – EQUALS**

**Blue 2**

**Year B Topics:** Autumn witches and wizards, Festival of lights, the circus is coming, how does your garden grow? A pirate life for me, Food glorious food.

<p><b>ICT</b></p> <p>Pupils will be able to complete simple programming tasks to achieve a goal, inputting a series of instructions.</p> <p>Pupils will be able to use ICT equipment to carry out more complex, multi-step tasks and show understanding of the difference between a variety of control functions eg photo editing</p>	<p><b>Key strategies and types of provision/resources:</b></p> <ul style="list-style-type: none"><li>• Remote control cars and Beebots used with grids or roads marked out on the floor.</li><li>• Access to a range of simple computer programs and games such as car racing, drawing packages and music exploration.</li><li>• Real ICT equipment available for exploration – CD players, cameras, phones</li><li>• Role play area using real world objects such as old laptops and telephones.</li><li>• Use of cameras and photo editing programs for art and PSED sessions</li><li>• Pupils help with school jobs such as photocopying, putting on the laundry and making posters.</li><li>• Opportunities for supported and independent work on the computer and ipad across the curriculum.</li><li>• Supervised cooking, DT, woodwork, and music activities that provide opportunities for use of a variety of electrical equipment such as: sewing machine, drill, blender, cooker, sound recording apps or devices.</li><li>• Access to music or art packages on the computer or ipad which involve a range of controls. Eg changing, colour, shape, size and orientation for a drawing package. Changing instrument, tempo and pattern in a musical game.</li></ul> <p><b>Community/Specialist Provision:</b></p> <ul style="list-style-type: none"><li>• Using a computer at the school library.</li><li>• Touch screen ordering systems in shops.</li><li>• Using a camera or ipad to document their own class trips and edit simple videos.</li><li>• Self-checkout touch screen controls.</li></ul>
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## Two Rivers Computing Curriculum

<p><b>Blue 1 &amp; Blue 3 &amp; Blue 4  (Years 5 &amp; 6)</b></p>	<p style="text-align: center;"><u>Roald Dahl</u></p> <p><b><u>Online Safety</u></b></p> <p><b><u>National Online Safety Unit –Self Image and Identity KS1/KS2</u></b></p> <p><b>Social Media</b> Children to explore the dangers surrounding social media.</p> <p>Children to learn about the different social media platforms available – Facebook, Twitter, Youtube, Pinterest. Reporting concerns – Strategies to stay safe on social media.</p>	<p style="text-align: center;"><u>World War 2</u></p> <p><b><u>Key Skills Information Technology</u></b> Become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, cameras etc and increasingly develop their independence and confidence in using these devices.</p> <p><b><u>Word Processing</u></b></p> <ul style="list-style-type: none"> <li>✓ Learn the keys on the key board (Purple Mash)</li> <li>✓ Understand how to type the title date and sentences.</li> <li>✓ Editing - functions to correct work make text bigger smaller use colour</li> <li>✓ Produce a piece of writing.</li> </ul>	<p style="text-align: center;"><u>Vikings &amp; Anglo Saxons</u></p> <p><b><u>Programming Coding 2CODE Purple Mash</u></b> To design and write a program that accomplishes a specific goal.</p> <p>To design and write a program that simulates a physical system.</p> <p>To use repetition commands.</p> <p>To introduce 'If' statements.</p> <p>Debugging.</p> <p>To introduce variables.</p>	<p style="text-align: center;"><u>Scientists &amp; Inventors</u></p> <p><b><u>Online Safety Radicalization</u></b></p> <p><b>National Online Safety - link to Health, Wellbeing and Lifestyles Unit and Managing online information. KS1/KS2</b></p> <p>To understand that people online may not be who they say they are.</p> <p>To understand the dangers of giving out personal information online.</p> <p>To understand the dangers of spending too much time online.</p> <p>Radicalization through the internet/ gaming – PREVENT.</p>	<p style="text-align: center;"><u>Superheroes</u></p> <p><b><u>Multimedia Augmented Reality</u></b> To create a virtual presence using an APP.</p> <p>To import images from a shared area into an APP.</p> <p>To record my voice and move images on a IPad.</p> <p>To create a story board for a digital play.</p> <p>To make and produce a digital play using the IPad</p> <p>To edit my saved files to make improvements.</p>	<p style="text-align: center;"><u>What Do You See?</u></p> <p><b><u>Programming Game Creator – 2DIY 3D</u></b> Children can review and analyse a computer game.</p> <p>Children can describe some of the elements that make a successful game.</p> <p>Children can begin the process of designing their own game.</p> <p>Children can design the setting for their game so that it fits with the selected theme.</p> <p>Children can upload images or use the drawing tools to create the walls, floor, and roof.</p> <p>Children can design characters for their game.</p> <p>Children can decide upon, and change, the animations and sounds that the characters make.</p>
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# Two Rivers Computing Curriculum

	<p>Vocabulary – Social media, private messaging, trolling, cyberbullying, posts, share, settings.</p> <p>Acceptable Use policy shared with children including Internet use policy</p>	<p>Online Safety – Web evaluation – children evaluate the content they are exploring. Supporting NOS Unit – Managing Online Information KS1/KS2</p> <p>Vocabulary – device, laptop, computer, camera, type, keyboard, space bar, backspace, control, internet, world wide web, evaluate.</p>	<p>Online Safety – Filters and Photoshop – Children to learn about how images are changed and why this happens. – Positive body images and self-esteem – Link to SMSC Supporting NOS Unit – Self Image and Identity KS1/KS2</p> <p>Vocabulary – programming, code, debug, algorithm instructions, order, variables, commands, design.</p>	<p>Vocabulary – E-safety, online safety, social media, radicalization, PREVENT, extremists.</p>	<p>Online Safety – Games, films and ratings PEGI. Children to look at different age certificates and why they are important. Supporting NOS Unit – Health, Wellbeing and Lifestyle KS1/KS2</p> <p>Vocabulary – Apps, applications, characters, icons, video, audio, augmented reality.</p>	<p>Children can make their game more unique by selecting the appropriate options to maximise the playability.</p> <p><b>Create year 6 leaver video</b></p> <p>Online Safety – Miss use of Social media – Being impersonated and Impersonating others on social media, using other people’s accounts/ passwords. Supporting NOS Unit – Online Bullying KS1/KS2</p> <p>Vocabulary – Internet, web design, web page, design, data, presentation.</p>
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# Computing

Whole-school coverage



## Two Rivers Computing Curriculum

YEAR A – 2018-2019, 2020-2021, 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Informal</b>	<b>Digital Literacy</b> Technology in our lives Technology in the environment	<b>Information Technology – multi media</b> Cause and Effect – mark making	<b>Information Technology – multi media</b> Touch Control	<b>Digital Literacy</b> Online Safety	<b>Information Technology – multi media</b> IPad	<b>Computer Science</b> Programming
<b>Red 1 &amp; Red 3</b>  (Years 1 & 2)	<b>Digital Literacy</b> Online Safety	<b>Information Technology – multi media</b> Create, organise, store, manipulate and retrieve digital content.	<b>Computer Science</b> Programming	<b>Information Technology – multi media</b> Key Skills	<b>Digital Literacy</b> Technology in our lives.	<b>Information Technology – multi media</b> Data Handling
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4</b>  (Years 3 & 4)	<b>Digital Literacy</b> Online Safety	<b>Information Technology – multi media</b> Key skills	<b>Computer Science</b> Programming	<b>Digital Literacy</b> Online Safety	<b>Information Technology – multi media</b> Computer Art – making music	<b>Information Technology – Multimedia -</b> Presentation Skills
<b>Blue 1 &amp; Blue 3 &amp; Blue 4</b>  (Years 5 & 6)	<b>Digital Literacy</b> Online Safety	<b>Information Technology Multimedia –</b> Animation	<b>Digital Literacy</b> Technology in our lives.	<b>Computer Science</b> Programming	<b>Computer Science</b> Programming	<b>Information Technology Multimedia –</b> Email



## Two Rivers Computing Curriculum

YEAR B– 2017-2018, 2019-2020, 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Informal</b>	<b>Digital Literacy</b> Technology in our lives Technology in the environment	<b>Information Technology – multi media</b> Cause and Effect – mark making	<b>Information Technology – multi media</b> Touch Control	<b>Digital Literacy</b> Online Safety	<b>Information Technology – multi media</b> IPad	<b>Computer Science</b> Programming
<b>Red 1 &amp; Red 3</b>  (Years 1 & 2)	<b>Information Technology – multi media</b> Key Skills	<b>Information Technology – multi media</b> Create, organise, store, manipulate and retrieve digital content.	<b>Computer Science</b> Programming	<b>Digital Literacy</b> Online Safety	<b>Digital Literacy</b> Technology in our lives.	<b>Computer Science</b> Programming
<b>Yellow 1 &amp; Yellow 3 &amp; Yellow 4</b>  (Years 3 & 4)	<b>Computer Science</b> Programming	<b>Digital Literacy</b> Online Safety	<b>Information Technology – Multimedia -</b> Pupils will create different effects with different technology tools.	<b>Information Technology – multi media</b> Combine a mixture of text, graphics and sound to share learning.	<b>Digital Literacy</b> Online Safety	<b>Computer Science</b> Programming
<b>Blue 1 &amp; Blue 3 &amp; Blue 4</b>  (Years 5 & 6)	<b>Computer Science</b> Programming	<b>Information Technology</b> Become familiar with a range of devices	<b>Computer Science</b> Programming	<b>Digital Literacy</b> Online Safety	<b>Information Technology Multimedia –</b> Augmented Reality	<b>Computer Science</b> Programming