

Subject: Computing/ICT

Note: This table is designed for classes that teach Computing in half-term blocks rather than throughout the year. The rolling schedule is organised into termly themes (year 1 and year 2) that have been carefully sequenced to ensure progression across the three strands: computer science, information technology and digital literacy. The thematic approach enables pupils to make meaningful connections between concepts, revisit learning over time and secure coverage of the full computing curriculum.

Year 1

Autumn	Spring	Summer
Understanding and using technology <i>Using technology safely and controlling devices</i>	Developing sequencing and organisation <i>Algorithms and data</i>	Creating and applying technology <i>Digital media and using technology for a purpose</i>
• Seek support from a familiar caregiver. • Use technology safely. • Privacy • Familiar and unfamiliar people. • Rules. • Stranger Danger. • Recognising right and wrong. • Awareness of devices • Safe behaviours • To be able control and operate devices • Cause and effect • Actions cause outcomes • Interaction • Switch toys • Simple apps • Cause and effect games • Games	• Beginning and ends. • Objects of Reference/symbols/Timetables. • Follow instructions. • Patterns – recognising and creating them. • Creating instructions. • Directional instructions. • Labelling/naming objects. • Describing object. • Comparing groups of objects. • Create different graphs on the computer. • Data collection E-safety link: • Personal and private information • Keeping information safe • Rules keep us safe	• Art apps – cause and effect. • Paint programmes – laptop/ipad/etc. • Comparing digital and real-life art. • Using touch screen. • Editing images using a range of tools. • Photography. • Respond to photographs. • Purposeful use • Actions for outcomes • Choosing tools (Cameras to take photos, microphone to record, use paint app to draw a picture, share information • Understanding purpose • Beginning independence E-safety links:

Rolling Schedule of Teaching

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E-safety link: • Trusted adults and asking for help • Handing devices safely AI link: • Technology reacts to input • Devices respond to actions	AI link: • Computers collect data and uses it. • Computers follow instructions	• Safe sharing and appropriate use • Ask before sharing AI links: • Technology helps us make choices. • Tools change images/media
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Year 2

Autumn	Spring	Summer
Connecting and communicating <i>Online safety & communication and systems & Internet</i>	Developing skills and applying them <i>Programming and using software</i>	Solving problems and creating <i>Problem solving and digital media projects</i>
• Seek support from a familiar caregiver. • Use technology safely. • Privacy • Familiar and unfamiliar people. • Rules. • Stranger Danger. • Recognising right and wrong. • Operating toys using switches. • Using a range of digital devices. • Operating everyday technology. • Sending messages • Communicate digitally • WWW – knowing and accessing. • Know that the internet is a system. • Using the internet safely. • Download material and relocate it. • Experience a range of different websites. • Navigate around a range of websites. • Parts of a computer. • Recognising common uses of ICT.	• Beginning and ends. • Objects of Reference/symbols/ Timetables. • Follow instructions. • Patterns – recognising and creating them. • Creating instructions. • Directional instructions. • Use Scratch Jr. • Use BeeBots. • Plan simple programs. • Recognising problems. • Requesting assistance. • Investigates new items. • Word processing skills – using the mouse, keyboard, etc. • Motor skills • Remembering and locating objects. • Saving and retrieve data. • Writing skills – typing/mark making. • Use a range of programmes such as; PowerPoint, word, paint.	• Experiment with different sounds. • Use a computer programme to create music. • Create music on a device. • Order commands on a computer. • Experience different volumes of sound. • Play a recorded sound. • Editing sounds. • Animation • Multi-media work • Responding to different types of music. • De-bugging • Problem solving • Selecting tools • Identifying problems • Trial and error • Fixing (i.e BeeBots routes, debugging scratch, task challenges) E-safety links: What to do when things go wrong

Rolling Schedule of Teaching

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E-safety link: • Trusting information. Using the internet safely, clicking unknown links • Strangers, reporting concerns AI link: • Use of AI, systems share information • Chatbots, automated responses	E-safety links: • Sharing responsibility • Responsible use AI Links: • AI supports creation (for example, makes suggestions) • Logic vs AI decisions	Digital footprint AI links: AI can be wrong so we must fact check. AI generated media
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