



Emmbrook Infant School EYFS & KS1 Computing Termly Overview

	Autumn	Spring (including E-Safety Week)	Summer
FS2			



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Year 1	Using technology to enhance communication, language, arts, maths and literacy: <ul style="list-style-type: none">➤ To become familiar with the layout and common functions of a keyboard (2Type)➤ To type simple sentences on a digital device, using capital letters and basic punctuation➤ To save a piece of work in a given file with a meaningful file name (as above).➤ To use a selection of paint tools to draw and label➤ To change the size and colour of text.➤ To know the difference between a picture and an animation and how animation is used to create content such as cartoons.	Using technology to enhance communication, language, arts, maths and literacy: <ul style="list-style-type: none">➤ To become familiar with the layout and common functions of a keyboard (2Type)➤ To type simple sentences on a digital device, using capital letters and basic punctuation.(➤ To save a piece of work in a given file with a meaningful file name (as above).➤ To use a selection of paint tools to draw and label.➤ To use creative paint tools to design➤ To know that there are different ways of presenting information on a topic digitally.➤ To add images from a trusted source,➤ To change font, size and colour of text.➤ To be able to save and retrieve their work with increasing independence.	Using technology to enhance communication, language, arts, maths and literacy: <ul style="list-style-type: none">➤ To become familiar with the layout and common functions of a keyboard (2Type)➤ To type simple sentences on a digital device, using capital letters and basic punctuation.(draw a picture of a flower and copy- type a short sentence).➤ To save a piece of work in a given file with a meaningful file name (as above).➤ To use a wide selection of paint tools.➤ To create an online story about a subject of my choice➤ To draw and import images to create backgrounds and characters and use sound and animation to enhance the story for the reader.➤ Use a selection of fonts, text size and text colour options to improve the appearance of their story.➤ To begin to verbally evaluate own work.➤ To consider how photographs and videos are taken and stored digitally using a range of devices.➤ Use an electronic device iPad to take a number of different pictures and explore zoom benefits. Consider how those photographs can be stored, both on a device and on a computer network.➤ To use a pattern tool. Carefully consider pattern techniques and colour choice.
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Year 1	<u>Digital Literacy</u> <ul style="list-style-type: none"> ➤ To understand what the internet is and the most common uses of the internet. Consider who owns the internet and whether all information found on the internet can be trusted. ➤ To explore why online safety is important and how our school e-safety rules keep us safe on the internet.. 	<u>Data Handling</u> <ul style="list-style-type: none"> ➤ To understand how data can be collected, recorded and presented in a way that is meaningful to others. ➤ To collect data using a tally chart and create a pictogram using the data. ➤ Sort and interpret that data. 	<u>Digital Literacy</u> <ul style="list-style-type: none"> ➤ To understand what a search engine is and what the benefits and dangers are of using them. ➤ Explore a selection of child friendly search engines. ➤ To use a safe password entry search engine (Discovery-Espresso) to search for information. Explore a range of videos, activities and quizzes related to this topic. 		
	<u>Computer Science</u> <ul style="list-style-type: none"> ➤ To understand what algorithms are and that the sequence of algorithms are important. ➤ Explore and role play a selection of algorithms from everyday life, e.g.getting dressed, baking a cake. ➤ Use a range of commands to move a Beebot to a given destination Understand how to debug those commands if the Beebot moves in the wrong direction. 	<u>Computer Science</u> <ul style="list-style-type: none"> ➤ To use the 2code program in Purple Mash to understand, use and debug coding. ➤ To know that computer coding can be presented in different ways. ➤ To become familiar with terminology used in basic coding activities such as ,random, variables and debug. ➤ To have an opportunity to create an independent coding activity using a given background and objects in 2Code. 	<u>Computer Science</u> <ul style="list-style-type: none"> ➤ To create a Minibeast maze game from scratch using tools in Purple Mash 2DIY. Use imported images, sound, animation and a set point system to enhance their game.Edit (debug) game at regular intervals following feedback from users. ➤ To know that technology is used in many places and is used for different purposes. 		
	<u>E- Safety</u> <ul style="list-style-type: none"> ➤ To understand what could go wrong when sourcing images from the internet and how images can be sourced safely. 	<u>E- Safety</u> <ul style="list-style-type: none"> ➤ To create a set of suggested “Family E-safety rules”to be used at home. 	<u>E- Safety</u> <ul style="list-style-type: none"> ➤ To plan how content can be presented and how good qualityimages can be sourced safely ➤ To know that a person that we don’t know and trust online is a stranger. 		
Core Values	Resillience	Confidence	Respect	Curiosity	Patience



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Year 2	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> ➤ To understand that I can select a template from a range of choices to create digital content. ➤ To experiment with different fonts and text sizes and be able to explain the pros and cons of different choices. ➤ To save and retrieve work at regular intervals, while verbally explaining the saving process to an adult. ➤ To use a wide range of paint tools. Consider the benefits of the different paint tools in creating a visually interesting digital picture.. ➤ To consider the source and quality of selected images (copywrite) before importing images into a poster. ➤ Use a keyboard to type a number of sentences to add information to the poster, considering a wider range of punctuation keys, i.e. commas, question marks and exclamation marks. Consider how work can be spaced and centred for best effect. 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> ➤ To understand how a PowerPoint slide show can be used to enhance and illustrate a presentation of information to an audience. Study a selection of slide shows used for different purposes. ➤ To explore how animation and transition tools can add audience interest to a slide show. ➤ To record a sound clip and insert into selected slides. 	<p><u>Information Technology.</u></p> <ul style="list-style-type: none"> ➤ To use a wide selection of functions in Word to create a document, including an imported image, title and typed information. Change the appearance of the text by exploring fonts, size, colour, bold, centre and highlighting. ➤ Use bullet points or numbers to change the layout of text and understand the difference between copy and paste and cut and paste. ➤ Save, retrieve and edit work ➤ To consider a wide range of digital layouts to present information ➤ To consider the purpose of headings and captions to present information clearly and logically. ➤ To understand that the appearance digital images can be changed using a number of different editing tools. ➤ To use an iPad to take and then use different tools to change the appearance of the photograph, e.g cropping, brightness, black and white, etc. Sync and save edited photos and know that they can be stored, used and deleted.
	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ➤ To revisit the terms algorithm, coding, sequence and debugging in the context of an iPad specific coding tool (Scratch Junior). 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ➤ To understand that programs execute by following precise and unambiguous instructions.. ➤ To evaluate and edit at regular intervals to improve user experience. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ➤ To use a range of different coding skills to complete coding challenges ➤ To mentally plan a route before adding code and debug as appropriate.



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	<ul style="list-style-type: none"> ➤ To understand the importance of “tinkering” before creating digital content on an unfamiliar program. ➤ To make comparisons with how commercial games are created, e.g. Minecraft. ➤ To create a scene or story with at least two characters and backgrounds, a series of movements, recorded sound and speech bubbles. Link each scene. ➤ To test and debug at regular intervals and share with other users 	<ul style="list-style-type: none"> ➤ To use a selection of coding activities of increasing complexity to create and debug code. ➤ To use collision detection and timers in code. ➤ To create own code from scratch and check and debug as needed. 	<ul style="list-style-type: none"> ➤ To use set activities to move a Beebot around an on-screen mat to complete a given circuit in a precise sequence. ➤ To insert, edit and delete code in order to complete the activity in the shortest number of moves 		
	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> ➤ To understand the difference between digital and non-digital 	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> ➤ To revisit what the internet is, how it is used and who owns the internet. ➤ To understand what a blog is and how it can be used to share information and ideas with a known group. Understand who is able to view information on a blog and what the word “publish” means? ➤ To use a planning and mapping tool (Purple Mash-2Connect) to record and sort information about a given topic ➤ To use headings and colour coding to sort information 	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> ➤ To understand how other people’s identity online can be different to their identity in real life. 		
	<p><u>E- Safety</u></p> <ul style="list-style-type: none"> ➤ To understand what could go wrong when sourcing images from the internet and how images can be sourced safely. 	<p><u>E- Safety</u></p> <ul style="list-style-type: none"> ➤ To create a set of suggested “Family E-safety rules” to be used at home. 	<p><u>E- Safety</u></p> <ul style="list-style-type: none"> ➤ To plan how content can be presented and how good quality images can be sourced safely ➤ To know that a person that we don’t know and trust online is a stranger. 		
Core Values	Resillience	Confidence	Respect	Curiosity	Patience



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- E-Safety awareness and best practice is embedded into ALL Computing lessons and in all parts of the curriculum where technology is used.
- E-Safety Assemblies are delivered for ALL children termly
- E-Safety is incorporated into PSHE lessons in every Year Group
- Computing is used as a resource across the wider curriculum.