Summerhill Infant School
Coverage and progression map for (Computing)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	**Early Learning Goals (linked to subject)** ● to enjoy taking risks, trying new things and learning by trial and error ● to know that there is lots of technology used at home and in my school ● to select technology around me and use it in my learning					
	Me, Myself and I	**Once Upon a Time**	**Food glorious Food**	**People Who Help Us**	**Minibeasts**	**Wonderful Water**
	Creating media - Use Paint to create digital self portraits.	Computer Science – BAREFOOT- creating algorithms, persevering and collaborating to sequence events: *Run rabbit run, sequencing lessons*. (incl directional and locational language) -	Computer science (practical) – programme Beebots to move to collect different food	Computer Science – BAREFOOT – algorithms, decomposition, collaborating – *springtime seed sequencing lesson*	Data and Information - *begin* to group objects (minibeasts) by properties e.g. has wings. After a minibeast hunt, as a class - Use J2 Data to create a pictogram of minibeasts seen	Computer Science – BAREFOOT – using logic, identifying patterns, abstraction (ignoring what is not important) – *Boats Ahoy lessons.*
	Computing systems and networks - begin to recognise a range of technology in school and use it responsibly Explore and use technology to create media E-safety – TAG (tell a grown up), Jessie & Friends					
Year 1	**KS1 National Curriculum statutory requirements (linked to subject)** ● 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.					
	Me and my community	**Enchanted Woodland**	**Pirates!**	**Old Toys**	**Going Green**	**Castles and Dragons**
	Computing systems and networks - *technology around us* -recognise technology in school and use it responsibly	Creating media - *digital painting* (JIT5) (create digital landscapes) - choose appropriate tools to create	Computer science (practical) – *Moving a robot* - write short algorithms and programmes for Beebots to find treasure,	Data and Information - *Grouping data* – explore object labels , then using them to sort and group objects	Creating media - *digital writing (JIT5)* use a computer to create a format text, before	Computer science (practical) – *programming animations (cs first)* - design and move a

		art, and make comparisons with working non-digitally	and predict program outcomes	(toys) by properties. *E.g type of material*	comparing to writing non-digitally	character on screen and to use dialogue
	E-Safety: TAG (tell a grown up) Watching Videos, Jessie & Friends	E-Safety: Sharing pictures online, Jessie & Friends	E-Safety: Digiducks big decision (sharing pictures)	E-Safety: Personal Information, Kim and Lee	E-Safety: Keeping Personal Information Safe, Hector's World	
	Computing systems and networks - recognise a range of technology in school and use it responsibly Use technology to create media across the curriculum					
Examples of using IT and creating media across the curriculum	Google Earth - navigate your way around the local areas Paint a picture and label with your name	Use film/ sound to record a traditional tale Traditional Tale QR quiz	Use Paint to draw your own pirate ship	Use Kiddle to search for toys and practise using 'copy and paste'	Use Pic Collage to create a poster for Green Peace	Explore inside a castle using App Castlerama
Year 2	**Animals in the Wild**	**Victorian Bristol**	**Around the World in 28 Days**	**Explorers**	**Journey into Space**	**Being Human**
	Computing systems and networks -*information technology around us* - identify IT and how its responsible use improves our world	Creating media - *digital photography* - capture and change digital photographs for different purposes.	Computer science (practical) – *Robot algorithms* - create and debug programs to move Beebots to different places, and use logical reasoning to make predictions	Data and Information - *Pictograms* – collate data of 'how we travel to school' or 'different modes of transport' in tally charts and using attributes to organise and present data on a computer Use J2 data to create pictograms of modes of transport.	Creating media - *digital music* use a computer as a tool to explore rhythm and melodies before creating a musical composition (to represent space)	Computer science (practical) – *Programming interactive presentations (cs first)* - design algorithms and programs that use events to trigger sequences of code to make an interactive presentation
	Computing systems and networks - recognise a range of technology in school and use it responsibly Use technology to create media across the curriculum					
	E-Safety: Digiduck's famous friend, Only talk to people you know	E-Safety: Playing Games, Jessie & Friends	E-Safety: Keeping personal information safe, Kim and Lee	E-Safety: Not everything you read online is true, Detective Digiduck	E-Safety: Digiduck & the magic castle, Buying things online is easy, check with a trusted adult, Strong passwords	E-Safety: Review, Chicken clicking
Examples of using IT and creating media across the curriculum	Design and label a habitat	Online searches about Victorians	Use Google Earth to explore different cities around the world	Create and record different travel sound effects	Watch a range of videos of astronauts in space	Type up a class fact book about going into space