



GLENDALE INFANT SCHOOL LONG TERM PLAN

Cycle A

	Autumn Here and There		Spring Toys		Summer Water, Water Everywhere	
	Geography	History	History	Geography	History	Geography
Reception	<p>Understand changes around us during the autumn</p> <p>Recognise similarities and differences between life in different countries.</p>	<p>Talk about past and present events in my own life and in the lives of family members</p>	<p>Ask questions about why things happen and give explanations</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Understand changes around us during winter and spring.</p> <p>Draw simple information from a map. Draw simple maps of an area they are familiar with, such as from a story.</p> <p>Make comparisons between our local environment and other places</p>	<p>Talk about differences between old black and white photos and colour photos of the present day</p>	<p>Children use everyday language to talk about positions and distance to solve problems</p> <p>Know some similarities between and differences between natural world around them and contrasting environments</p>
Year 1	<p>Homes</p> <p>* Use maps and globes to locate their homes</p> <p>Recognise similarities and differences in my immediate environment</p> <p>Use geographical vocabulary to describe differences and similarities</p> <p>*Locate the four countries which make the UK.</p> <p>Create a map of their route to school.</p> <p>Begin to understand which features are physical and which are human features. Understand geographical similarities and differences through studying a non European area through stories and books</p>	<p>What has changed in our school?</p> <p>*Explain how things have changed since they were born</p> <p>*Recognise that we celebrate certain events, because of what happened many years ago- remembrance- Sargent Stubby/Cher Ame</p> <p>*Identify old and new things in a picture</p> <p>* Answer questions using an artefact/photograph provided- School logs - how school life has changed</p> <p>*Find out about a famous person from the past and carry out some research on him/her - Nelson Mandela or Mary Seacole</p>	<p>Toys beyond/within living memory</p> <p>*Explain how things have changed since they were born</p> <p>*Put up to three objects in chronological order</p> <p>*Understand that some objects belonged in the past</p> <p>*Begin to identify the main differences between old and new objects</p> <p>*Give a plausible explanation about what an object was used for in the past</p> <p>Look at toys from around the world. Compare similarities and differences</p>	<p>How does the weather change with the seasons > what are the four seasons? To recognise seasonal changes</p> <p>Make a weather chart and look at trends in the weather. And talk about their findings</p>	<p>How has our use of water changed?</p> <p>Look at changes water use in Nuneaton,</p> <p>What do we use water for?</p> <p>Where did we get it from? How did our parents and grandparents wash clothes</p> <p>How did they wash clothes 100 years ago?</p>	<p>Map Work</p> <p>*Follow direction (up/down, left/right, forwards/backwards)</p> <p>Use a map of the school to find new classroom and other areas.</p> <p>Use geographical vocabulary for places on the maps.</p> <p>To begin to understand some geographical vocabulary relating to coasts</p> <p>Recognise the four countries that make up the UK. Identify where Nuneaton is.</p>
Year 2	<p>Homes</p> <p>* Create a map of the school, use symbols the whole class</p>	<p>Local History</p> <p>*Explain how my local area was different in the past</p> <p>*Research the life of someone who</p>	<p>Toys beyond/within living memory</p> <p>* Answer questions using a range of</p>	<p>Physical features of the moon</p> <p>.Use maps and atlases to recognise features of the moon and places no earth.</p>	<p>Social changes within living memory</p> <p>Holidays in the past where did people go what did they</p>	<p>Compass work</p> <p>*Create instructions to find treasure using compass points</p> <p>* Start to look at why patterns</p>



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	has agreed on the a book for a book area. *Create a route for partner to follow Use geographical features on maps and know which are physical and which are human in the local area Understand geographical similarities and differences through studying human and physical features of a small area Non European area Hao des climate change affect life?	used to live in their area using the internet and other sources to find out about them - Reginald Stanley * Answer questions by using a specific source, such as an information book -School log books (linked to ww1 and ww2) *remembrance- Walter Tull, Anne Frank	artefacts/photographs *Use words and phrases like: before I was born, when I was young r* Answer questions by using a specific source, such as an information book	To use geographical vocabulary to describe settings and places. From stories and studying the moon recognise physical features such as hill, valley, cliff, , sea, soil, river, etc Physical geography terms such as factory, shop, office, flat, harbour, port, road, lane, field,	do? Seaside photos now and then	are starting to become less common due to global warming. To know wider geographical vocabulary relating to coasts Know where in the world is hot and where in the world is cold. Discuss in relation to the equator and the North and South poles Make predictions about there in the world is hot and where in the world is cold.
	Art	Art	DT	DT	Art	DT
Art/ DT Reception	We are Special Portraits, harvest, Autumn	Lets Celebrate Diwali, fireworks, winter, Christmas	All Aboard Chinese New Year, The Naughty Bus, London	All Creatures Great and Small Farm, food, Easter	Take a Walk On The Wild Side Minibeasts, plants	Under The Sea Pirates, mermaids, sea creatures, boats
	Art	DT	DT	Art	Art	DT
Art / DT Year 1	Landscape Painting enclosed spaces	Moving Christmas card Use levers in their products Use sliders in their products	Make a toy puppet learn how to join fabric together	Collage Sketching and collage	Portraits Sketching, painting, 3D Sculpture	Make a summer smoothie Food: Slice soft fruit with a blunt knife
Art / DT Year 2	Printing Sketching and Printing	Make a home for a character Make stable constructions How a range of resources can be made stronger and stiffer	Design a toy car Make stable constructions To make axles and wheels	Observational 3D - Clay structures	Painting Sketching and painting	Make a potato / egg salad Food: Chop, mash and slice food
	Science	Science	Science	Science	Science	Science
Reception	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.		Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.		Talks about why things happen and how things work. Look closely at similarities, pattern and change	
Year 1	Animals including humans *Identify, name, draw and label the basic body parts *Senses (link to body parts)	Everyday Materials *Distinguish between an object and the material it is made from * Identify and name everyday materials *Describe the properties of everyday materials *Compare and group materials	Seasonal Changes *Observe changes across the four seasons *Observe and describe weather associated with the seasons * Describe how the day length varies	Plants *Identify and name common wild and garden plants *Identify and describe the basic structure of common flowering plants including trees) * Plant seeds and observe the growth)	Animals *Identify and name common animals (including fish, amphibians, reptiles, birds & mammals) *Identify animals that are carnivores, herbivores and omnivores *Describe and compare the structure of common animals (fish, amphibians, reptiles, birds, mammals)	
Year 2	Animals , including humans *Animals and their babies - how they grow from babies to adult *Find out and describe what do animals need for survival *Describe the importance of exercise, healthy food and hygiene		Uses of everyday materials (*plant bulbs for weather Summer*) *Identify and compare the suitability of everyday materials (Experiments)		Plants *Plant seeds *Observe and describe how seeds and plants grow into mature plants	Living things and their habitats *Explore and compare things that are living /non living /



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	*Link to hedgehogs, what they need to survive, homes and hoglets		*How materials can be changed (twisting, squashing, bending & stretching)		*Find out and say what plants need in order to survive	never been alive *How living things are suited to their habitats *Name plants and animals in their habitats *Simple food chains
	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Reception	<p>New Beginnings Rules for keeping physically and emotionally safe in school. Keeping safe outside school related to firework safety and what to do in an emergency. What is a healthy lifestyle? We can talk with someone about anything even if it feels awful or small. Know the names of body parts and learn the pants rule. <u>School Value- Independence</u></p>	<p>Getting on & falling out, say no to bullying To recognise what they like/dislike and how these opinions might be different to others. We all have the right to feel safe all of the time- network hand. <u>School Value- Respect</u></p>	<p>Going for Goals Recognise what they are good at and what they would like to get better at. We all have the right to feel safe all of the time - Safer Internet Day <u>School Value- Perseverance</u></p>	<p>Good to be me Celebrate strengths We can talk with someone about anything even if it feels awful or small To know about good and not so good feelings. <u>School Value- Honesty</u></p>	<p>Relationships To know similarities and differences between themselves and others. To celebrate the differences between families. We can talk with someone about anything even if it feels awful or small How do different events make us feel? <u>School Value-Collaboration</u></p>	<p>Changes To know about the process of growing from a baby to a 5 year old. We all have the right to feel safe all of the time <u>School Value- Responsibility</u></p>
Year 1	<p>New beginnings- Rules for keeping physically and emotionally safe in school and outside school (firework safety/ what to do in an emergency, 999) What is a healthy lifestyle? We can talk with someone about anything even if it feels awful or small Know the names of body parts and learn the pants rule. <u>School Value- Independence</u></p>	<p>Getting on & falling out say no to bullying - To describe feelings, and think of strategies for managing feelings. To recognise what is fair and unfair, kind and unkind, what is right and wrong. We all have the right to feel safe all of the time - network hand. <u>School Value- Respect</u></p>	<p>Going for Goals Recognise what they are good at and what they would like to get better at, thinking of strategies that could help them improve. We all have the right to feel safe all of the time - Safer Internet Day <u>School Value- Perseverance</u></p>	<p>Good to be me Celebrate strengths We can talk with someone about anything even if it feels awful or small To know about good and not so good feelings. To know about opportunities and responsibilities. To recognise that they share a responsibility for keeping themselves and others safe. <u>School Value- Honesty</u></p>	<p>Relationships To know similarities and differences between themselves and others. To celebrate the differences between families. We can talk with someone about anything even if it feels awful or small How do different events make us feel? <u>School Value-Collaboration</u></p>	<p>Changes To know about the process of growing from a baby to a 6 year old and what might happen as they get older. To suggest different responsibilities people have as they grow older. We all have the right to feel safe all of the time <u>School Value- Responsibility</u></p>
Year 2	<p>New beginnings- Rules for keeping physically and emotionally safe in school and outside school (firework safety/what to do</p>	<p>Getting on & falling out say no to bullying - To describe feelings, and think of strategies for managing feelings. To</p>	<p>Going for Goals Recognise what they are good at and what they would like to get better at, thinking of strategies</p>	<p>Good to be me Celebrate strengths We can talk with someone about anything even if it feels awful or small</p>	<p>Relationships To know similarities and differences between themselves and others. To celebrate the differences</p>	<p>Changes To know about the process of growing from a baby to an adult and what changes take place.</p>



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	<p>in an emergency, 999) How to improve physical health and mental health. We can talk with someone about anything even if it feels awful or small Know the names of body parts and learn the pants rule. <u>School Value- Independence</u></p>	<p>recognise what is fair and unfair, kind and unkind, what is right and wrong. We all have the right to feel safe all of the time- network hand. <u>School Value- Respect</u></p>	<p>that could help them improve. Offer help and ideas to help others improve too. We all have the right to feel safe all of the time - Safer Internet Day <u>School Value- Perseverance</u></p>	<p>To know about good and not so good feelings. To know about opportunities and responsibilities. To recognise that they share a responsibility for keeping themselves and others safe. <u>School Value- Honesty</u></p>	<p>between families. We can talk with someone about anything even if it feels awful or small How do different events make us feel? <u>School Value-Collaboration</u></p>	<p>To independently suggest different responsibilities people have as they grow older. We all have the right to feel safe all of the time <u>School Value- Responsibility</u></p>
	Computing	Computing	Computing	Computing	Computing	Computing
Reception	Computer Science		Information Technology		Digital Literacy	
	<p>Help adults operate equipment around the school, independently operate simple equipment e.g. interactive whiteboard games, class camera, iPads. Use simple software to make things happen Press buttons on a Bee-Bot and talk about the movements. Explore options and make choices with toys, software and websites as a class.</p>		<p>Use a mouse to rearrange objects and pictures on a screen. Recognise text, images and sound when using ICT. Use a camera or sound recorder to collect photos or sound. Use paint to create pictures. Begin to use a keyboard (type with Tizzy) Develop an interest in ICT by using age appropriate websites, programs or apps.</p>		<p>Recognise purposes for using technology in school and at home. Understand that things they create belong to them and can be shared with others using technology. Recognise they can use the internet to play and learn.</p>	
Year 1	Digital Literacy		Information Technology		Computer Science	
	<p>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. Recognise common uses of information technology beyond school.</p>		<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>		<p>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.</p>	
Year 2	Digital Literacy		Computer Science		Information Technology	
	<p>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. Recognise common uses of information technology beyond school.</p>		<p>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.</p>		<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	



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Cycle B

	Autumn Hot and Cold		Spring Zoom to the Moon		Summer In the Woods	
	Geography:	History: significant anniversaries/people	Geography:	History: significant people and events	History: changes within living memory	Geography
Reception	<p>Understand changes around us during the autumn</p> <p>Recognise similarities and differences between life in different countries.</p>	<p>Talk about past and present events in my own life and in the lives of family members</p>	<p>Ask questions about why things happen and give explanations</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Understand changes around us during winter and spring.</p> <p>Draw simple information from a map. Draw simple maps of an area they are familiar with, such as from a story.</p> <p>Make comparisons between our local environment and other places</p>	<p>Talk about differences between old black and white photos and colour photos of the present day</p>	<p>Children use everyday language to talk about positions and distance to solve problems</p> <p>Know some similarities between and differences between natural world around them and contrasting environments</p>
Year 1	<p>To recognise geographical similarities and differences within their own area</p> <p>*know their address and locate it on a map</p> <p>Find the UK and know the names of the four countries. Know that the UK is in Europe.</p> <p>*Compare Nuneaton with an area in a country outside of Europe</p> <p>Use geographical vocabulary to when describing similarities and differences begin to recognise that some are physical and some are human features</p>	<p>Significant people and events Gunpowder plot King James I</p> <p>*Understand that we have a King who rules us and that Britain has had a king or queen for many years</p> <p>* how does the event affect us today? That we have a parliament that makes rules</p> <p>Know the story of the Gun Powder plot and that we celebrate bonfire night because of this event from the past.</p> <p>Black history month Why are they significant</p> <p>Find out about Floella Benjamin, Mo Farah, and Rosa Parks</p>	<p>Geographical language</p> <p>*Use geographical language from stories, videos and related events use and check understanding of human and physical geographical terms.</p> <p>Changes in weather To recognise changes in weather</p> <p>*Talk about and name seasons</p> <p>*Keep weather diary</p>	<p>Significant event - moon landing</p> <p>How do we know its real?</p> <p>Know that some stories about amazing things are real</p> <p>Compare with "Bob on the moon"</p> <p>Discuss changes in space travel then to now.</p> <p>recognise when a story they are told eas written along time ago</p>	<p>*Explain how our homes have changed</p> <p>Use words and phrases like old new long time ago explain how things have changed since they were born</p> <p>*Put up to three objects in chronological order</p> <p>*Understand that some objects belonged in the past</p> <p>*Begin to identify the main differences between old and new objects</p> <p>Place three objects in chronological order from recent history</p> <p>*Give a plausible explanation about what an object was used for in the past. Link to objects from stories. Real and fiction</p>	<p>Field work and Map work</p> <p>*Draw a simple map based on an imagined place</p> <p>*Follow and give directions using left and right, forwards/backwards</p> <p>*Plan a map based on observing the position of key features from above.</p> <p>*Use a map to move around the school.</p> <p>To use geographical features human and natural on their maps.</p>
Year 2	<p>Map work and understanding the globe</p> <p>*Make predictions of the hottest places in the world using knowledge of the equator.</p> <p>*Identify where in the world is it hot and where in the world is it cold.</p> <p>*Identify patterns in the weather in the UK.</p>	<p>Significant people/ events - Guy Fawkes/James I/Robert Catesby</p> <p>*Explain why Britain has a special history by naming some famous people and events</p> <p>*Recount some interesting facts from a historical event.</p> <p>*Remembrance- Anne Frank</p>	<p>Physical features of the Moon</p> <p>*To use aerial photographs, maps, atlases, globes and digital/computer mapping and plan perspectives to recognise landmarks and basic physical features</p> <p>*Use geographical language to describe the moon based on the information on maps.</p>	<p>Significant People- Neil Armstrong</p> <p>*Find out about a famous person from the past and carry out some research on him.</p> <p>*How do we know this is real and not a story?</p> <p>*What do older people remember about the landings</p> <p>Helen Sharman -first British astronaut. 1991</p>	<p>Social changes *Explain how my local area was different in the past</p> <p>*Research the life of someone who used to live in their area using the internet and other sources to find out about them - Reginald Stanley</p> <p>* Answer questions by using a specific source, what jobs do people do today what jobs did</p>	<p>Map and Compass work plus field work</p> <p>*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>* Devise maps linked to topic work and real/ imagined places. Construct a key to show features</p>



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	Name the four countries of the UK and the seas which surround them Name and label the seven continents and the five oceans.	Black History Month Find out about Rosa Parks Barack Obama Walter Tull		Changes within living memory. *How did people watch the moon landings and find out about them?	people in Nuneaton do in the past ask grandparents.	To use geographical vocabulary to describe settings .*Use simple compass directions (North, South, East and West) + directional language to describe the location of features and routes on a map.
	Art	DT	DT	Art	Art	DT
Art/ DT Reception	Capturing moments Portraits, harvest, Autumn	Capturing moments Diwali, fireworks, winter, Christmas	Celebration Chinese New Year, new beginnings	Spring Representing plants, real and make believe	Transport Make and build cars / bikes planes, Represent journeys and places to visit	Seaside and Imagination Pirate clothing, ships, seascapes, birds and fish
Art / DT Year 1	Landscape Painting enclosed spaces	Christmas tree star / bauble Learn how to join fabric together	Healthy Eating Food: Slice soft fruit with a blunt knife	Portraits Sketching, painting, 3D Sculpture	Collage Sketching and collage	Moving woodland picture book Use levers in their products Use sliders in their products
Art / DT Year 2	3D Observational 3D - Clay structures Abstract	Christmas Cup Cakes Food: Chop, mash and slice food	Design a Moon Buggy Make stable constructions To make axles and wheels	Printing Sketching and printing	Painting Sketching and Painting	Make a home for a character in the woods Make stable constructions How a range of resources can be made stronger and stiffer
	Science	Science	Science	Science	Science	Science
Reception						
Year 1	Animals including humans *Identify, name, draw and label the basic body parts *Senses (link to body parts)	Everyday Materials *Distinguish between an object and the material it is made from * Identify and name everyday materials *Describe the properties of everyday materials *Compare and group materials	Seasonal Changes *Observe changes across the four seasons *Observe and describe weather associated with the seasons * Describe how the day length varies	Seasonal Changes *Observe changes across the four seasons *Observe and describe weather associated with the seasons * Describe how the day length varies	Animals *Identify and name common animals (including fish, amphibians, reptiles, birds & mammals) *Identify animals that are carnivores, herbivores and omnivores *Describe and compare the structure of common animals (fish, amphibians, reptiles, birds, mammals)	
Year 2	Animals , including humans *Animals and their babies - how they grow from babies to adult *Find out and describe what do animals need for survival *Describe the importance of exercise, healthy food and hygiene * Link to Kenyan animals, survival, homes, babies		Uses of everyday materials (*plant bulbs for weather Summer*) *Identify and compare the suitability of everyday materials (Experiments) *How materials can be changed (twisting, squashing, bending & stretching)		Plants *Plant seeds *Observe and describe how seeds and plants grow into mature plants *Find out and say what plants need in order to survive	Living things and their habitats *Explore and compare things that are living /non living / never been alive *How living things are suited to their habitats *Name plants and animals in their habitats *Simple food chains



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	PSHE	PSHE	PSHE	PSHE	PSHE	PSHE
Reception	<p>New Beginnings Rules for keeping physically and emotionally safe in school. What is a healthy lifestyle? We can talk with someone about anything even if it feels awful or small. Know the names of body parts and learn the pants rule. <u>School Value- Independence</u></p>	<p>Getting on & falling out, say no to bullying To recognise what they like/dislike and how these opinions might be different to others. We all have the right to feel safe all of the time- network hand. <u>School Value- Respect</u></p>	<p>Going for Goals Recognise what they are good at and what they would like to get better at. We all have the right to feel safe all of the time - Safer Internet Day <u>School Value- Perseverance</u></p>	<p>Good to be me Celebrate strengths We can talk with someone about anything even if it feels awful or small To know about good and not so good feelings. <u>School Value- Honesty</u></p>	<p>Relationships To know similarities and differences between themselves and others. To celebrate the differences between families. We can talk with someone about anything even if it feels awful or small How do different events make us feel? <u>School Value-Collaboration</u></p>	<p>Changes To know about the process of growing from a baby to a 5 year old. We all have the right to feel safe all of the time <u>School Value- Responsibility</u></p>
Year 1	<p>New beginnings- Rules for keeping physically and emotionally safe in school. (firework safety/ what to do in an emergency, 999) What is a healthy lifestyle? We can talk with someone about anything even if it feels awful or small Know the names of body parts and learn the pants rule. <u>School Value- Independence</u></p>	<p>Getting on & falling out say no to bullying - To describe feelings, and think of strategies for managing feelings. To recognise what is fair and unfair, kind and unkind, what is right and wrong. We all have the right to feel safe all of the time - network hand. <u>School Value- Respect</u></p>	<p>Going for Goals Recognise what they are good at and what they would like to get better at, thinking of strategies that could help them improve. We all have the right to feel safe all of the time - Safer Internet Day <u>School Value- Perseverance</u></p>	<p>Good to be me Celebrate strengths We can talk with someone about anything even if it feels awful or small To know about good and not so good feelings. To know about opportunities and responsibilities. To recognise that they share a responsibility for keeping themselves and others safe. <u>School Value- Honesty</u></p>	<p>Relationships To know similarities and differences between themselves and others. To celebrate the differences between families. We can talk with someone about anything even if it feels awful or small How do different events make us feel? <u>School Value-Collaboration</u></p>	<p>Changes To know about the process of growing from a baby to a 6 year old and what might happen as they get older. To suggest different responsibilities people have as they grow older. To understand the importance of staying safe in or near to water. We all have the right to feel safe all of the time <u>School Value- Responsibility</u></p>
Year 2	<p>New beginnings- Rules for keeping physically and emotionally safe in school and outside school. (firework safety/ what to do in an emergency, 999) How to improve physical health and mental health. We can talk with someone about anything even if it feels awful or small Know the names of body parts and learn the pants</p>	<p>Getting on & falling out say no to bullying - To describe feelings, and think of strategies for managing feelings. To recognise what is fair and unfair, kind and unkind, what is right and wrong. We all have the right to feel safe all of the time- network hand. <u>School Value- Respect</u></p>	<p>Going for Goals Recognise what they are good at and what they would like to get better at, thinking of strategies that could help them improve. Offer help and ideas to help others improve too. We all have the right to feel safe all of the time - Safer Internet Day <u>School Value- Perseverance</u></p>	<p>Good to be me Celebrate strengths We can talk with someone about anything even if it feels awful or small To know about good and not so good feelings. To know about opportunities and responsibilities. To recognise that they share a responsibility for keeping themselves and others safe. <u>School Value- Honesty</u></p>	<p>Relationships To know similarities and differences between themselves and others. To celebrate the differences between families. We can talk with someone about anything even if it feels awful or small How do different events make us feel? <u>School Value-Collaboration</u></p>	<p>Changes To know about the process of growing from a baby to an adult and what changes take place. To independently suggest different responsibilities people have as they grow older. To understand the importance of staying safe in or near to water. We all have the right to feel</p>



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	rule. <u>School Value- Independence</u>					safe all of the time <u>School Value- Responsibility</u>
	Computing	Computing	Computing	Computing	Computing	Computing
Reception	Computer Science Help adults operate equipment around the school, independently operate simple equipment e.g. interactive whiteboard games, class camera, iPads. Use simple software to make things happen Press buttons on a Bee-Bot and talk about the movements. Explore options and make choices with toys, software and websites as a class.	Information Technology Use a mouse to rearrange objects and pictures on a screen. Recognise text, images and sound when using ICT. Use a camera or sound recorder to collect photos or sound. Use paint to create pictures. Begin to use a keyboard (type with Tizzy) Develop an interest in ICT by using age appropriate websites, programs or apps.	Digital Literacy Recognise purposes for using technology in school and at home. Understand that things they create belong to them and can be shared with others using technology. Recognise they can use the internet to play and learn.			
Year 1	Digital Literacy 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. Recognise common uses of information technology beyond school.	Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Computer Science 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.			
Year 2	Digital Literacy 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. Recognise common uses of information technology beyond school.	Computer Science 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.	Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.			