

Long Term Forecast EYFS Working towards NC Computing

Three and Four-Year-Olds	Personal, Social and Emotional Development		• Remember rules without needing an adult to remind them.		
	Physical Development		• Match their developing physical skills to tasks and activities in the setting.		
	Understanding the World		• Explore how things work.		
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge. • Know and talk about the different factors that support their overall health and wellbeing:- sensible amounts of 'screen time'. 		
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.		
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. 		
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
	Cycle 1		<ul style="list-style-type: none"> • All about Me • Light and Dark 	<ul style="list-style-type: none"> • Cold Places and Weather • Food and Growth 	<ul style="list-style-type: none"> • Minibeasts • Pirates
	Cycle 2		<ul style="list-style-type: none"> • People who help us/Super-heroes • Space 	<ul style="list-style-type: none"> • Dinosaurs • Farm 	<ul style="list-style-type: none"> • Terrific Tales • Fun at the seaside

- The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.
- This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for computing within the national curriculum. The table above outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for computing.
- The most relevant statements for computing are taken from the following areas of learning: ***Personal, Social and Emotional Development, Physical Development, Understanding the World & Expressive Arts and Design***

LONG TERM FORECAST

Key Stage 1 Computing

Autumn

Spring

Summer

Pupils should be taught to:

- A- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- B- create and debug simple programs
- C- use logical reasoning to predict the behaviour of simple programs
- D- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- E- use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet
- F- recognise common uses of information technology beyond school.

Year 1

1.1 Online Safety and Exploring Purple Mash *E*
 1.2 Grouping and Sorting (Maths) *D*
 1.3 Pictograms (Maths) *D*
 1.4 Lego Builders *A,B,*

1.5 Maze Explorers *A,C*
 1.6 Animated Story Books (Literacy/
 Art) *D*

1.7 Coding *A,B,C,D*
 1.8 Spreadsheets (Maths) *D*
 1.9 Technology Outside School
E,F

Year 2

1.1 Coding *A,B,C,F*
 1.2 Online Safety *E,F*
 1.3 Spreadsheets (Maths) *D*

1.4 Questioning *D*
 1.5 Effective Searching *D,E*

1.6 Creating Pictures (Art) *D*
 1.7 Making Music (Music) *D*
 1.8 Presenting Ideas (Literacy) *D*

LONG TERM FORECAST

Key Stage 2 Computing

Autumn

Spring

Summer

Pupils should be taught to:

- G. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- H. use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- I. use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- J. understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- K. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- L. use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
- M. select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Year 3	3.1 Coding <i>G, H, I</i> 3.2 Online Safety <i>L</i> 3.3 Spreadsheets (Maths) <i>K, M</i>	3.4 Touch Typing <i>K</i> , 3.6 Branching Databases <i>K, M</i>	3.5 Email (Literacy) <i>J, K, M, L</i> 3.7 Simulations <i>K, M</i> 3.8 Graphing (Maths) <i>K, M</i>
Year 4	4.1 Coding <i>G, H, I, M</i> 4.2 Online Safety <i>J, L, M</i> 4.3 Spreadsheets (Maths) <i>M</i>	4.4 Writing for Different Audiences (Literacy) <i>M</i> 4.5 Logo (Art/D&T) <i>G, I</i>	4.6 Animation (Art/D&T) <i>M</i> 4.7 Effective Searching <i>J, K, M</i> 4.8 Hardware Investigators <i>J, M</i>
Year 5	5.1 Coding <i>G, M</i> 5.2 Online Safety <i>J, K, L, M</i> 5.3 Spreadsheets (Maths) <i>M</i>	5.5 Databases <i>G, M</i> 5.6 Game Creator (Art/D&T) <i>M</i>	5.7 3D Modelling (Art/D&T) <i>M</i> 5.8 Concept Maps (Literacy) <i>M</i>
Year 6	6.1 Coding <i>G, H, I, K, M</i> 6.2 Online Safety <i>J, L</i> 6.3 Spreadsheets (Maths) <i>K, M</i>	6.4 Blogging (Literacy) <i>J, K, L, M</i> 6.5 Text Adventures (Literacy) <i>K, M</i>	6.6 Networks <i>J</i> 6.7 Quizzing <i>K, M</i>