



# Sparken Hill Academy



## Year Group Overviews

In this document we have taken all the I Can Statements from the Whole School Progression Document and sorted them by Year Group. This will hopefully help teachers better embed and cover the computing curriculum. We have also added a few columns for teachers to date as to when they have been covered. These dates can link and correspond to work produced which has been evidenced digitally through Seesaw.

Here is an overview of how we have broken the Computing Curriculum:

| Information Technology                       | Computer Science       | Digital Literacy                |
|----------------------------------------------|------------------------|---------------------------------|
| Word Processing/Typing                       | Computational Thinking | Self Image and Identity         |
| Data Handling                                | Programming            | Online Relationships            |
| Presentations, Web design and eBook Creation | Computer Networks      | Online Reputation               |
| Animation                                    |                        | Online Bullying                 |
| Video Creation                               |                        | Managing Online Information     |
| Photography and Digital Art                  |                        | Health, Wellbeing and Lifestyle |
| Augmented Reality and Virtual Reality        |                        | Privacy and Security            |
| Sound                                        |                        | Copyright and Ownership         |



# Sparken Hill Academy

---

## EYFS Computing Overview

# EYFS Computing Overview - Information Tech

| Computing Strand                             | NC Objectives                                                                                                                                      | Skills/Knowledge                                                                                                                                                                                                                                                                            | Date covered |  |  |  |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|--|--|
| Word Processing/ Typing                      | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | <ul style="list-style-type: none"> <li>I can play on a touch screen game and use computers/keyboards/mouse in role play</li> <li>I can type letters with increasing confidence using a keyboard and tablet.</li> <li>I can dictate short, clear sentences into a digital device.</li> </ul> |              |  |  |  |
| Data Handling                                |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can identify a chart.</li> <li>I can sort physical objects, take a picture and discuss what I have done.</li> <li>I can present simple data on a digital device.</li> </ul>                                                                        |              |  |  |  |
| Presentations, web design and eBook Creation |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can record my voice over a picture.</li> <li>I can create a simple digital collage.</li> <li>I can move and resize images with my fingers or mouse.</li> </ul>                                                                                     |              |  |  |  |
| Animation                                    |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can animate a simple image to speak in role</li> <li>I can create a simple animation to tell a story including more than one character.</li> </ul>                                                                                                 |              |  |  |  |
| Video Creation                               |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I know the difference between a photography and video.</li> <li>I can record a short film using the camera</li> <li>I can record and play a film</li> <li>I can watch films back</li> </ul>                                                          |              |  |  |  |
| Photography and Digital Art                  |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can take a photograph</li> <li>I can take a photograph and use it in an app</li> <li>I can use a painting app and explore the paint and brush tools</li> </ul>                                                                                     |              |  |  |  |
| Augmented Reality and Virtual Reality        |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can scan a QR code.</li> <li>I can explore a 360 image.</li> <li>I can talk about AR objects in my class</li> </ul>                                                                                                                                |              |  |  |  |
| Sound                                        |                                                                                                                                                    | <ul style="list-style-type: none"> <li>I can record sounds with different resources</li> <li>I can find ways to change your voice (tube, tin can, shouting to create an echo)</li> <li>I can record sounds/voices in storytelling and explanations</li> </ul>                               |              |  |  |  |

# EYFS Computing Overview - Computer Science

| Computing Strand       | NC Objectives                                                                                                                                      | Skills/Knowledge                                                                                                                                                                                                                                                | Date covered |  |  |  |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|--|--|
| Computational Thinking | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | <ul style="list-style-type: none"> <li>• I can follow simple oral algorithms</li> <li>• I can spot simple patterns</li> <li>• I can sequence simple familiar tasks</li> </ul>                                                                                   |              |  |  |  |
| Coding and Programming |                                                                                                                                                    | <ul style="list-style-type: none"> <li>• I can use a mouse, touch screen or appropriate access device to target and select options on screen</li> <li>• I can input a simple sequence of commands to control a digital device with support (Bee Bot)</li> </ul> |              |  |  |  |

# Digital Literacy/ESafety - Education For a Connected World Objectives

| <u>NC Objectives</u>                                                                                                                               | <u>EYFS</u>                      | <u>Skills</u>                                                                                                                                                                                                                                                                                                        | <u>Date Covered</u> |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--|--|
| Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Self Image and Identity          | <ul style="list-style-type: none"> <li>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</li> <li>I can explain how this could be either in real life or online.</li> </ul>                       |                     |  |  |
|                                                                                                                                                    | Online Relationships             | <ul style="list-style-type: none"> <li>I can recognise some ways in which the internet can be used to communicate.</li> <li>I can give examples of how I (might) use technology to communicate with people I know.</li> </ul>                                                                                        |                     |  |  |
|                                                                                                                                                    | Online Reputation                | <ul style="list-style-type: none"> <li>I can identify ways that I can put information on the internet.</li> </ul>                                                                                                                                                                                                    |                     |  |  |
|                                                                                                                                                    | Online Bullying                  | <ul style="list-style-type: none"> <li>I can describe ways that some people can be unkind online.</li> <li>I can offer examples of how this can make others feel.</li> </ul>                                                                                                                                         |                     |  |  |
|                                                                                                                                                    | Managing Online Information      | <ul style="list-style-type: none"> <li>I can talk about how I can use the internet to find things out.</li> <li>I can identify devices I could use to access information on the internet.</li> <li>I can give simple examples of how to find information (e.g. search engine, voice activated searching).</li> </ul> |                     |  |  |
|                                                                                                                                                    | Health ,Well-being and Lifestyle | <ul style="list-style-type: none"> <li>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</li> <li>I can give some simple examples.</li> </ul>                                                                                                                    |                     |  |  |
|                                                                                                                                                    | Privacy and Security             | <ul style="list-style-type: none"> <li>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).</li> <li>I can describe the people I can trust and can share this with; I can explain why I can trust them.</li> </ul>                                          |                     |  |  |
|                                                                                                                                                    | Copyright and Ownership          | <ul style="list-style-type: none"> <li>I know that work I create belongs to me.</li> <li>I can name my work so that others know it belongs to me.</li> </ul>                                                                                                                                                         |                     |  |  |