| | Curriculum Map for Computing |
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| **Nursery (2-3 Years Old)** | **Continuous Provision- Technology**<br><br>Having robust resources with knobs, flaps, keys or shutters.<br><br>Having old technology resources that children recognise into their play. |
| **Nursery (3-4 Years Old)** | **Continuous Provision- Technology**<br><br>Having access to simple equipment.<br><br>Using technological toys, objects and touchscreen devices.<br><br>Using a range of materials. |

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | iMake Algorithms – To understand that nursery rhymes involve sequences. To create simple flow charts for popular nursery rhymes. | iMake PixelArt – To decode simple digital images by colouring pixels.<br><br>iCan Sequence – To sequence the steps in making a sandwich.<br><br>iFind Patterns – To recognise and create simple patterns.<br><br>iMake Music – To understand that devices can be used to record and play sound.<br><br>iTell Stories – To retell a classic tale.<br><br>iMake Art – To identify and compare simple 2D shapes. To use digital tools to create artwork. | iAm Logical – To recognise similarities and differences to sort objects. To solve a practical problem.<br><br>iCan Sort - To recognise similarities and differences. To predict the criteria used to sort objects<br><br>iCan Play – To take turns when playing games.<br><br>iMake Media – To understand that devices can be used to capture images. To explore using software to combine images, sound and text.<br><br>iCan Move – To develop basic mouse skills.<br><br>iCan Turn – To program a toy to move and make turns.<br><br>iCan Animate – To create a simple animation using stop motion. | iCan Model – To compare real life and virtual situations. To begin to understand that computers can represent real or imaginary situations.<br><br>iCan Control – To sequence instructions and predict outcomes. To use an agreed format to record.<br><br>iCan Direct – To give and follow simple directions.<br><br>iMake Videos – To use digital tools to record a video.<br><br>iMake Pictograms – To use pictograms to represent data. To use pictograms to answer questions. | iStay Safe – To understand that the internet can be used to visit places and learn from. To compare staying safe online to staying safe in the real world.<br><br>iSearch Online – To search digital content.<br><br>iGuess Beasts – To understand that information can be represented by codes. To use devices to scan QR codes and interpret information.<br><br>iCan Program – To give simple commands to a programmable toy.<br><br>iOrganise Data – To understand that objects can be used to represent data. | iCan Surf – To understand that the world wide web can be used to find things by using search terms. To make choices by selecting images.<br><br>iSend Email – To understand that messages can be sent electronically over distances and that people can reply to them. To understand that communications can be images, sound and text.<br><br>iCan Report – To combine text and images. To communicate meaning to a given audience.<br><br>iCatch Aliens – To use ipads and AR apps to find aliens. To use a simple map to mark the position of objetcs. |

| | iAlgorithm (6) | iModel (4-5) | Iprogram 1 (5-6) | iWrite (4) | iProgram 2 (6) | iSafe (4) |
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| Year 1 | -understand what algorithms are; how they are how implemented as programs on digital device<br>-understand that programs execute by following precise and unambiguous instructions<br>-use logical reasoning to predict the behaviour of simple programs<br>create and debug simple program | -use technology purposefully to create, organise, store, manipulate and retrieve digital content<br><br>iDraw (5)<br>- use technology purposefully to create, organise, store, manipulate and retrieve digital content | -understand that programs execute by following precise and unambiguous instructions<br>-use logical reasoning to predict the behaviour of simple programs<br>-create and debug simple programs<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content | -To recognise that text can be created in a number of ways<br>-To use word processing software to create text<br>-To understand that a computer can be connected to a printer<br>-To select and insert text into a word processing application<br>-To open and save a word processing document<br>-To understand the value of using a word processor to produce text<br><br>iData (4-5)<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content | - understand that programs execute by following precise and unambiguous instructions<br>-use logical reasoning to predict the behaviour of simple programs<br>-create and debug simple programs<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content | -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<br>-identify a range of ways to report concerns about content and contact |

| Year 2 | Iprogram 1 (6) | iSearch (5-6) | iAnimate (6) | iPub (6) | iBlog (6) | iProgram 2 (6) |
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| | -To understand what algorithms are; how they are how implemented as programs on digital devices<br>-To create and debug simple programs<br>-To use technology purposefully to create, organise, store, manipulate and retrieve digital content | -use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>-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 | -use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content | -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals | -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals<br><br>iDo Mail (3)<br>- understand that programs execute by following precise and unambiguous instructions<br>-use logical reasoning to predict the behaviour of simple programs<br>-create and debug simple programs<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content | - understand that programs execute by following precise and unambiguous instructions<br>-use logical reasoning to predict the behaviour of simple programs<br>-create and debug simple programs<br>-use technology purposefully to create, organise, store, manipulate and retrieve digital content<br><br>iSafe (5)<br>-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<br>-recognise common uses of information technology beyond school |