

Branton Community Primary School and Breamish Valley Community Nursery

Cycle B Coverage





Branton Community Primary School and Breamish Community Valley Nursery

Cycle B - Computing Coverage

			Cycle B						
			EYFS/KS1 Topics	E-Safety Computer systems and networks	Program ming Scratch junior	Creating media Digital writing	Data – pictograms	Coding	Digital photography
			KS2 Topics	E-Safety Spreadsheets	Controlling devices	Internet Research	Webpage Design Project	Podcasts/ Filming	Programming Adventures
	0 to	Physical Development	Develop manipulation and control	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
(i	3	Understanding the World	Repeat actions that have an effect.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
lardware	3 to	Physical Development	Match their developing physical skills to tasks and activities in the setting.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
rs and H	4	Understanding the World	Explore how things work.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
(Compute	Rec	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	\checkmark	\checkmark	~	\checkmark	\checkmark	\checkmark
ology (Make healthy choices - activity	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Information Technology (Computers and Hardware)		Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.		\checkmark	\checkmark	\checkmark		\checkmark
Informa		Understanding the World	Children recognise that a range of technology is used in places such as homes and schools.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
			They select and use technology for particular purposes.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

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EL G	Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	\checkmark	\checkmark	\checkmark	\checkmark	√	Beeding Community
KS 1	Children use t retrieve digita	technology purposefully to create, organise, store, manipulate and al content.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
LKS 2	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, collecting, analysing evaluating and presenting data and information		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Use search te	echnologies effectively	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
UK S2	of digital devi	nd combine a variety of software (including internet services) on a range ices to design and create content that accomplish given goals, collecting, iluating and presenting data and information	✓	✓	✓	✓	✓	\checkmark
	Use search te	echnologies effectively	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark



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			EYFS/KS1 Topics	E-Safety Computer systems and networks	Program ming Scratch junior	Creating media Digital writing	Data – pictograms	Coding	Digital photography
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	0 to 3	Physical Development	Develop manipulation and control	√	\checkmark	√	\checkmark	\checkmark	√
		Understandin g the World	Repeat actions that have an effect.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
ninking)	3 to 4	Physical Development	Match their developing physical skills to tasks and activities in the setting.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
tional Th	4	Understandin g the World	Explore how things work.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Computa	Re c	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
ence (Make healthy choices - activity	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Computer Science (Computational Thinking)		Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
S		Understandin g the World	Children recognise that a range of technology is used in places such as homes and schools.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
			They select and use technology for particular purposes.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

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EL G	Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	B Becutting A Street Community
КS 1	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions			\checkmark			\checkmark	
	Create and de	ebug simple programs		\checkmark			\checkmark	
	Use logical re	asoning to predict the behaviour of simple programs		\checkmark			\checkmark	
LK S2	-	and debug programs that accomplish specific goals, including controlling physical systems; solve problems by decomposing them into smaller		1				\checkmark
	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output			\checkmark				\checkmark
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs			\checkmark				\checkmark
		computer networks including the internet; how they can provide multiple a as the World Wide Web	\checkmark	\checkmark	\checkmark	\checkmark		
	Appreciate ho	ow [search] results are selected and ranked		\checkmark	\checkmark	\checkmark		
UK S2	-	and debug programs that accomplish specific goals, including controlling physical systems; solve problems by decomposing them into smaller		\checkmark				\checkmark
	Use sequence forms of inpu	e, selection, and repetition in programs; work with variables and various t and output		\checkmark				\checkmark
	-	asoning to explain how some simple algorithms work and to detect and s in algorithms and programs		√				\checkmark
		computer networks including the internet; how they can provide multiple a as the World Wide Web	\checkmark	~	\checkmark	\checkmark		
	Appreciate ho	ow [search] results are selected and ranked		\checkmark	\checkmark	\checkmark		



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	0 to	Physical Development	Develop manipulation and control	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	3	Understandin g the World	Repeat actions that have an effect.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	3 to	Physical Development	Match their developing physical skills to tasks and activities in the setting.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	4	Understandin g the World	Explore how things work.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Safety	Re c	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Online			Make healthy choices - activity	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
		Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
		Understandin g the World	Children recognise that a range of technology is used in places such as homes and schools.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
			They select and use technology for particular purposes.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

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EL G	Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	Brechter Volley Community
KS 1	Children can private.	use technology safely and respectfully, keeping personal information	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
LK S2	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Recognise acceptable/unacceptable behaviour.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Identify a ran	nge of ways to report concerns about content and contact.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
UK S2	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Recognise acceptable/unacceptable behaviour.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Identify a ran	nge of ways to report concerns about content and contact.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark



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	0 to	Physical Development	Develop manipulation and control	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	3	Understandin g the World	Repeat actions that have an effect.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	3 to	Physical Development	Match their developing physical skills to tasks and activities in the setting.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
e Safety	4	Understandin g the World	Explore how things work.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Digital Literacy and Online Safety	Re c	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
eracy			Make healthy choices - activity	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
Digital Lit		Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
		Understandin g the World	Children recognise that a range of technology is used in places such as homes and schools.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
			They select and use technology for particular purposes.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark

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EL G	Expressive Arts and Design	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	Bedinary Communities
(S	Use technolo	gy safely and respectfully, keeping personal information private.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
1	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		\checkmark	√	\checkmark	\checkmark	\checkmark	\checkmark
LK	Understand the opportunities [networks] offer for communication and collaboration.		\checkmark		\checkmark	\checkmark	\checkmark	\checkmark
52	Be discerning in evaluating digital content.				\checkmark	\checkmark	\checkmark	\checkmark
	Use technology safely, respectfully and responsibly.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	-	ceptable/unacceptable behaviour; identify a range of ways to report out content and contact.	\checkmark		\checkmark	\checkmark	\checkmark	\checkmark
JK	Understand t	he opportunities [networks] offer for communication and collaboration.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
52	Be discerning	Be discerning in evaluating digital content.		\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	Use technolo	gy safely, respectfully and responsibly.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark
	-	ceptable/unacceptable behaviour; identify a range of ways to report out content and contact.	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark	\checkmark