

Galliard Computing curriculum map: Early Years with links to KS1/Y1

Key concepts (Trust intent/nc) →	Digital literacy (including online safety)	Computer Science	Computers, networks and the WWW	<i>Key driver : Oracy/outdoor learning</i>
<b>KS1 (Y1)</b> Composite knowledge	<ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school (KS2)</li> </ul>	
<b>Early Years</b> Composite knowledge (by end of EYFS)	<ul style="list-style-type: none"> <li>• Be able to use computers, ipads, ipods, and IWB to perform simple tasks/functions</li> <li>• Understand and begin to use google earth, google maps</li> <li>• Know that we can use the internet/WWW to find info</li> </ul>	<ul style="list-style-type: none"> <li>• Program a beebot to follow a 4 step route</li> <li>• Use directional language</li> <li>• Think logically to solve problems in a range of contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Know that we can use the internet/WWW to find out information</li> <li>• Know that a computer is a machine</li> </ul>	
<b>Early Years – key learning experiences (adult led and continuous provision) (component knowledge). Computing Capital in red</b>				
	Digital literacy (including online safety)	Computer Science	Computers, networks and the WWW	
<b>Reception</b>	<p>Use the internet to find more information (e.g. about animals, countries) – link with science, geography</p> <p>Youtube - explore things we can't directly experience – animals in the wild etc</p> <p>Use 'paint' and other programmes on IWB to create pictures (art link)</p>	<p>Beebots – program to follow a route, reach a destination</p> <p>Making and following maps (Bear Hunt)</p> <p>Sequencing stories</p> <p>Problem solving – range of contexts – break down into small steps. Predicting</p>	<p>Homework via tapestry – teacher videos and upload responses</p> <p>'Tinkering time' dismantle computers, keyboards etc. Explore what's inside</p> <p>Remote learning – online storytime with teacher (microsoft teams). Virtual literacy lessons. Online phonics lessons (also digital</p>	

	<p>Tapestry – share observations and learning from home and school – with adults, other children and whole class – use to reflect on learning</p> <p>Take own photos and share</p> <p>Use class computers, IWB, ipads – range of functions</p> <p>‘tech’ in home corner (role play) – phones, computers, cameras</p>	<p>what will happen in different contexts – construction, water, science etc.</p> <p>Exploring and create patterns – range of contexts – maths, natural etc.</p>	<p>literacy)</p>
<b>Nursery</b>	<p>Explore drawing programmes on IWB</p> <p>Tapestry – share observations and learning from home and school – with adults, other children – use to reflect on learning and develop language (talking about obs)</p> <p>Use ipods, ipads, cameras – range of functions</p> <p>‘tech’ in home corner (role play) – phones, computers, cameras</p> <p>Stories at home via tapestry- Nursery staff to read and record stories for Tapestry</p>	<p>Beebots – explore, use buttons to make them move</p> <p>Exploring patterns – range of contexts – maths, natural etc.</p>	<p>Use the internet to find more information – google - (e.g. about animals, countries)</p> <p>Youtube – explore things we can’t directly experience –animals in the wild etc.</p>
<b>TWOs</b>	<p>Share photos, tapestry observations</p> <p>‘tech’ in home corner (role play) – phones, computers, cameras</p>	<p>Model directional language in a range of contexts</p>	<p>Remote learning – video songs/rhymes/stories</p>
<b>Vocabulary</b>	<b>Digital literacy (including online safety)</b>	<b>Computer Science</b>	<b>Computers, networks and the WWW</b>

		Directional language – forwards, backwards, left, right, turn, sequence, predict, instruction  Computer, program	Internet, google, network