



## Cheadle Catholic Infant School

## Computing Overview 2026/27

| Class  | Autumn 1                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                  | Spring 1                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                  | Summer 1                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                                      |
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| EYFS   | <p><b>Exploring ICT through roleplay e.g. telephones, cameras, keyboards etc.</b></p> <p>Technology hunt around school</p> <p>Different types of technology in role play areas for children to explore.</p> <p>Technology tinker box</p>                                                                    | <p><b>ICT- IPADS- explore age appropriate apps.</b></p> <p>How to use an ipad- turn it on, open an app, close an app, turn off the ipad.</p> <p>Explore games on the interactive screen in continuous provision</p> <p>Explore apps on ipad during continuous provision.</p>                              | <p><b>ICT- Mini Mash- 2Paint</b></p> <p>Use 2paint programme to create a picture (e.g. garden)</p> <p>Learn to use tools on the paint programme to add and change effects.</p>                                                                                                     | <p><b>ICT- Taking photos</b></p> <p>Learn how to take a good photo (how to hold the ipad, steady hand, good focus)</p> <p>View photos</p> <p>Take photo of themselves/others/models/crafts</p>                                                                                                                            | <p><b>Computer Science- Unplugged algorithms</b></p> <p>Children to make tracks outdoors for cars to travel along (use vocab, forward, back, turn)</p> <p>Map out a large grid. Can children follow directions to get the car/toy to move from one square to another? Did it work? If not what went wrong?</p>                                                         | <p><b>Exploring programmable toys- e.g. robots, remote control cars etc</b></p> <p>Children to explore a range of programmable toys e.g. remote control cars, robots. Can the children work the toys? What do the children notice about the toys and how they work? Beebots</p>                                               |
| Year 1 | <p><b>PM Unit : Introducing Purple Mash</b></p> <ul style="list-style-type: none"> <li>To login and create my own avatar on Purple Mash.</li> <li>To open an activity and then save the work to the 'My Work' area.</li> <li>To understand how to complete work in the 2Dos area in Purple Mash.</li> </ul> | <p><b>PM Unit: Data Explorers</b></p> <ul style="list-style-type: none"> <li>To think carefully about the steps of grouping items.</li> <li>To group items using a computer.</li> <li>To sort different items.</li> <li>To understand that data is information that can be collected and used.</li> </ul> | <p><b>PM Unit: Creating and following instructions</b></p> <ul style="list-style-type: none"> <li>To understand that an algorithm is a set of instructions.</li> <li>To follow and create simple instructions on a device.</li> <li>To sequence algorithms that require</li> </ul> | <p><b>PM Unit: Animated Stories</b></p> <ul style="list-style-type: none"> <li>To understand some differences between traditional books and digital books.</li> <li>To draw a character for a 2Create a Story digital book.</li> <li>To understand the difference between backgrounds and other objects on the</li> </ul> | <p><b>PM Unit: Coding</b></p> <ul style="list-style-type: none"> <li>To understand that computer programs work by following instructions called code.</li> <li>To use object and action code blocks to make a computer program.</li> <li>To understand what an event is in coding.</li> <li>To understand the purpose of an output and to be able to 'read'</li> </ul> | <p><b>PM Unit: Technology around us</b></p> <ul style="list-style-type: none"> <li>To know what the word technology means.</li> <li>To know what technology is used in school.</li> <li>To consider the purposes of technology used in the wider world.</li> <li>To understand the safe use of technology devices.</li> </ul> |



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|        | <b>PM Unit: Creative Computing</b> <ul style="list-style-type: none"> <li>To use paint tools to draw a picture.</li> <li>To create a jigsaw using a digital device and share it so that others can play.</li> <li>To create a placing game in 2DIY.</li> <li>To create images and use these to make a game.</li> </ul> | <ul style="list-style-type: none"> <li>To understand that data can be shown using pictures.</li> <li>To collect data and create a pictogram.</li> </ul>                                                                             | a correct order.                                                                                                                                                                         | screen in 2Create a Story. <ul style="list-style-type: none"> <li>To add animation to objects in 2Create a Story.</li> <li>To add text to a 2Create a Story file.</li> <li>To add sounds to a 2Create a Story file.</li> </ul>            | code to find out what it does. <ul style="list-style-type: none"> <li>To change aspects of the design view.</li> <li>To plan and make a computer program.</li> </ul>                                                         | <b>PM Unit: Making beats</b> <ul style="list-style-type: none"> <li>To compare music made using computers and music played by real instruments.</li> <li>To explore mixing the sounds of different instruments using the 2Beat tool.</li> <li>To compose a tune to match a picture of a scene.</li> <li>To compose a beat to match a picture of a scene.</li> </ul> |
| Year 2 | <b>NEW PM Unit: Route Explorers (4 Lessons)</b> <p>To use the direction keys in 2Go to move the turtle along a route.</p> <p>To use units of distance along with the direction keys in 2Go to move along a route.</p>                                                                                                  | <b>PM Unit Creating Pictures (5 Lessons)</b> <p>To create a digital art piece in an Impressionist style.</p> <p>To create a digital art piece in a Pointillism style.</p> <p>To create a digital art piece that is in the style</p> | <b>PM Unit Questioning (5 Lessons)</b> <p>To learn about data handling tools that can give more information than pictograms.</p> <p>To use yes/no questions to separate information.</p> | <b>PM Unit Coding (5 Lessons)</b> <p>To understand what an algorithm is.</p> <p>To create a computer program using an algorithm.</p> <p>To create a program using a given design.</p> <p>To understand the collision detection event.</p> | <b>PM Unit Making Music(3 Lessons)</b> <p>To make music digitally using 2Sequence.</p> <p>To explore, edit and combine sounds using 2Sequence.</p> <p>To edit and refine composed music.</p> <p>To think about how music</p> | <b>PM Unit Spreadsheets (4Lessons)</b> <p>To use 2Calculate image, lock, move cell, speak andcount tools to make a counting machine.</p> <p>To learn how to copy andpaste in 2Calculate.</p> <p>To use the totaling tools.</p>                                                                                                                                      |



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|  | <p>To write instructions to complete more than one step of a route at once.</p> <p>To build up instructions for a longer route.</p> <p><b>NEW PM Unit: The Internet (4 Lessons)</b></p> <p>To understand how the internet, the World Wide Web and a browser work together.</p> <p>To understand the different types of hardware used to access the internet and their functions.</p> <p>To understand the difference between a website and a webpage and use a school website to find information.</p> <p>To understand the difference between a browser and a search engine, and to practise searching for information safely.</p> | <p>of Piet Mondrian's work.</p> <p>To create digital art patterns in the style of the Arts and Crafts movement.</p> <p>To create a portfolio of digital art.</p> | <p>To construct a binary tree to identify items.</p> <p>To use 2Question (a binary tree database) to answer questions.</p> <p>To use a database to answer more complex search questions.</p> <p>To use the Searchtool to find information</p> | <p>To understand that algorithms follow a sequence.</p> <p>To design an algorithm that follows a timed sequence.</p> <p>To understand that different objects have different properties.</p> <p>To understand what different events do in code.</p> <p>To understand the function of buttons in a program.</p> <p>To understand and debug simple programs</p> | <p>can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record and upload environmental sounds into Purple Mash.</p> <p>To use these sounds to create tunes in 2Sequence</p> <p><b>PM Unit Presenting Ideas(3wks)</b></p> <p>To explore how a story can be presented in different ways.</p> <p>To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic.</p> <p>To make a presentation to the class.</p> | <p>To use a spreadsheet for money calculations.</p> <p>To use the 2Calculate equals tool to check calculations.</p> |
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