Derwent & Southill Federation Curriculum Map
Computing
Resources used:

Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.						
Early Years - Year A	Self-Regulation	Gains confidence in the classroom and independently navigates. Learn where the different resources are kept and where they are tidied away. Learn about the Golden Rules. Make our own classroom rules. Asks for help when needed. Children know what to do in their classroom setting.	Children show a good understanding of the classroom and school rules. Children are confident when speaking to others about their own needs, wants, interests and opinions. Children know how to ask for help if they need it. Children can tell you something special about themselves. Children can explain some ways that people can be unkind.	Children learn about their own individuality and can express what makes them special and talk about themselves in a positive light. Children recognise that they are all good at different things. Children can discuss what they enjoy doing and the importance of trying new things to extend their learning. Children discuss goals and set goals. Explore how we would achieve our goals. Children are able to independently dress themselves.	Children are encouraged to try new activities and can say which activities they liked and which they did not like. Children can explain why they preferred one activity over another. Children are confident to speak in a familiar group. Children can describe the feelings of being proud. Children can explain or show what being proud feels like.	Children can plan their own activities or games and they can collect the resources they need. Children can explain to other children how to carry out their activity or play their game. Children are able to speak in front of their class. Children can talk about the things that they are good at and the things they find tricky.	Children can talk about the plans they have made for an activity and what they might change if they were to repeat the activity. Children are resourceful in finding the support or information when they need it. Children can remember feelings that they have had and talk about why they felt that way. Children can explain a plan they have made with their class to change something about school to make their setting better.
	Managing self	Becomes more aware that actions and words can hurt other people's feelings. Able to take turns with other children and share resources. Lines up quietly. Children know some ways to calm themselves down when they feel scared or upset. Children are aware of the Golden Rules. Children ask to go to the toilet and do so independently. Learn about our teeth and why we have to brush them. Zipping up own coat.	Children understand and are excited about the rewards for making the right choices – Class Dojo. Children can explain when they, or other people, are feeling angry; they can express their feelings when they are angry. Children can think of ways to make themselves feel better when they are angry. Children are able to independently dress themselves.	Children are able to negotiate and solve problems without aggression, for example when someone has taken their toy or pushed in front of them in the line. Children look at different food types and what a healthy plate looks like.	Children have a good understanding that their actions affect other people, for example, they become upset or try to comfort another child when they realise they have upset them. Children can stand up for their own needs and rights without hurting others.	Children are able to adjust their behaviour and take changes in their routine in their stride. Children learn the importance of stopping and thinking before acting. Children can explain how it feels when things are unfair. Children can describe how they feel if they are missing someone or have lost someone or something they care about. Children can describe how they can make themselves feel better when this happens.	Children know some ways that they can manage their feelings and are beginning to use these to maintain control. Children know when and how to stand up for themselves appropriately. Children understand that sometimes when people are not very nice to them it is because they do not feel good on the inside.

Early Years - Year B	Building relationships	Children play with children in child-led activities. Children make independent choices on what activity to do and which children to do it with. Taking turns in play and in conversations. Responding to questions from adults and other children. Children will know that people in their class have similarities and differences to themselves. Children know how to be kind to people who are new or to people who are visiting the classroom.	Children initiate conversations about their own interests and experiences. Children explain their own knowledge and understanding – show and tell. Children are able to speak with different children other than special friends and are given the opportunity to do this. Anti-Bullying Week. Children know what bullying is and what to do if they feel like they are being bullied. Children can work in a group with other children; they can take turns when playing games. Children can wait their turn and share. Children can make up when they have a falling out with other children. They can think of ways to sort out disagreements.	Children are able to take steps to resolve conflicts without adult intervention, making compromises and sharing. Children are able to understand what other children have said and respond appropriately with comments or questions.	Children play cooperatively, taking turns with others. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Solving problems (ongoing)	Children will look at the work they completed for anti-bullying week and try to remember what we learnt. Recap on what bullying is and why it is unacceptable behaviour. Solving problems (ongoing)	Children play group games with rules. Children understand that someone else's point of view can be different to their own. Building on Spring 1 when looking at compromises, children are able to resolve minor disagreements through listening to each other and come up with a fair solution. Solving problems (ongoing)
	Self Regulation	Support good social skills (sharing/turn taking/kindness) Class rules and routines Support children to develop good personal hygiene (including oral	Support children to develop good personal hygiene Healthy Eating – snack time Building relationships Making friends Managing Feelings Resolving conflict	Support children to develop good personal hygiene Healthy Eating – snack time Understanding feelings Self-awareness and	Support children to develop good personal hygiene Healthy Eating – snack time Self-confidence and self-awareness Setting and planning to	Support children to develop good personal hygiene Healthy Eating – snack time Use resources to explain the importance of the different aspects of a	Support children to develop good personal hygiene Healthy Eating – snack time Support children to understand what their bodies need to stay healthy (food, water, rest,
	Managing Self	Becomes more aware that actions and words can hurt other people's feelings. Able to take turns with other children and share resources.	Children understand and are excited about the rewards for making the right choices – Class Dojo. Children can explain when they, or other people, are	Children are able to negotiate and solve problems without aggressions, for example when someone has taken their toy or pushed in front of them in the line.	Children have a good understanding that their actions affect other people, for example, they become upset or try to comfort another child when they realise they	Children are able to adjust their behaviour and take changes in their routine in their stride. Children learn the importance of stopping	Children know some ways that they can manage their feelings and are beginning to use these to maintain control. Children know when and
	Building Relationships	Playing with children in child-led activities. Making independent choices on what activity to do and which children to do it with.	Children initiate conversations about their own interests and experiences. Children explain their own knowledge and	Children are able to take steps to resolve conflicts without adult intervention, making compromises and sharing. Children are able to	Children play cooperatively, taking turns with others. Children show sensitivity to others' needs and feelings, and form positive	Children will look at the work they completed for anti-bullying week and try to remember what we learnt. Recap on what bullying is	Children play group games with rules. Children understand that someone else's point of view can be different to their own.
Key Stage One	Year 1 Southill Year A	(KSS)Baseline - Road Safety (BR)Baseline - Practice makes Perfect BSL slides for last week of term.	(REL)Baseline - Bullying (CS)Baseline - Online Bullying	(KSH) Baseline - Healthy Eating	(FAE)Baseline - Jealousy (FS)Baseline - Hoax Calling	(OW)Baseline - Growing in our World (OW)Living in our World	(HW)Baseline - Hazard Watch Games - Is it safe to eat? Is it Safe to play with?
	Year 2 Southill Year B	(KSS)Tying Shoelaces (KSS)Staying Safe BSL slides for last week of term.	(KSH)Washing Hands (KSH)Brushing Teeth	(FS)Petty Arson (BR)Water Spillage	(FAE)Worry and Anger	(REL)Friendship (CS)Image Sharing	(OW)Working in our World (HW)Hazard Games - safe to eat?, Safe to play with?
Lower Key Stage Two	Year 3 Southill Year A	(CS)Making Friends Online Computer Safety Documentary-Summative Assessment BSL slides for last week of term.	(KSS) Leaning out of Windows - Summative Assessment (KSH)Medicine	(BR)Helping Someone in Need, Stealing - Summative Assessment	(REL)Body Language and Touch - Summative Assessment (HW)Hazard Watch games - is it safe to eat?, Safe to play with? - Summative Assessment	(FAE)Grief - Summative Assessment (FS)Texting while driving, visiting the fire station - Summative Assessment	(OW)Looking After Our World
	Year 4 Southill Year B	(CS)Baseline - Online Bullying (FAE)Baseline - Jealousy BSL slides for last week of	(BR)Baseline - Coming Home on Time (TWW)Baseline - Chores at Home	(AWWJ)Baseline - Breaking Down Barriers	(REL)Base line - Appropriate Touch / Relationships	Baseline - First Aid Year 4	(KSS)Baseline - Cycle Safety (KSH)Baseline - Healthy Living
e Two	Year 5	(CS)Image Sharing (TWW)Enterprise BSL slides for last week of term.	(KSS) Peer Pressure (BR)Looking out for others	(KSH) Smoking	First Aid Year 5	(REL)Puberty (FAE)Anger	(AWWJ)Inclusion and Acceptance

Upper Key Stage	Year 6	(AWWJ)British Values - Summative Assessment BSL slides for last week of term.	(BR)Stealing - Summative Assessment (TWW)In-App Purchases - Summative Assessment	First Aid Year 6 (Part 1) (KSH)Alcohol - Summative Assessment	(FAE)Worry - Summative Assessment (CS)Making Friends Online - Summative Assessment	(REL)Conception - Summative Assessment	(KSS) Water Safety - Summative Assessment First Aid Year 6 (Part 2) - Summative Assessment Transition to secondary school