

	Autumn		Spring		Summer	
EYFS	<ul style="list-style-type: none"> <li>• Art, Design and Technology Area</li> <li>• Book and Reading Area</li> <li>• Construction Area</li> <li>• Fine Motor Area</li> <li>• Graphics Area</li> <li>• Investigation Area</li> <li>• Music Area</li> <li>• Role Play Area</li> <li>• Small World Area</li> <li>• Maths Area</li> </ul>					
Y1	Let's Create (Links to Purple Mash 1.6)	Let's Create (Links to Purple Mash 1.6)	Visual Information (Links to Purple Mash 1.3, 1.8, 2.8 and 2.4)		Discovering Programming (Links to Purple Mash 1.7 and 2.1)	
Y2	Messages and Virtual Worlds (Links to Purple Mash 1.1 and 2.1)	Messages and Virtual Worlds (Links to Purple Mash 1.1 and 2.1)	Starting Research (Links to Purple Mash 1.1, 2.5 and 2.2)	Starting Research (Links to Purple Mash 1.1, 2.5 and 2.2)	Getting Creative (Links to Purple Mash 1.6, 2.6 and 2.8)	Getting Creative (Links to Purple Mash 1.6, 2.6 and 2.8)
Y3	Bringing Images to Life (Links to Purple Mash 4.6)	Bringing Images to Life (Links to Purple Mash 4.6)	Keeping Informed (Links to Purple Mash 3.6)	Keeping Informed (Links to Purple Mash 3.6)	Developing Communication (Links to Purple Mash 3.5, 3.2 and 4.2)	Developing Communication (Links to Purple Mash 3.5, 3.2 and 4.2)
Y4	Accuracy Counts (Links to Purple Mash 3.3 and 4.3)	Accuracy Counts (Links to Purple Mash 3.3 and 4.3)	Authoring (Links to Purple Mash 4.4)		Programming and Games (Links to Purple Mash 3.1, 4.1, 4.5)	
Y5	Morphing Image (Links to Purple Mash 5.5 and 5.6)	Morphing Image (Links to Purple Mash 5.5 and 5.6)	Robotics and Systems (Links to Purple Mash 5.1 and 6.1)		Data Matters (Links to Purple Mash 5.4 and 6.4)	Data Matters (Links to Purple Mash 5.4 and 6.4)
Y6	Sound Works (Links to Purple Mash 2Beat and 2Sequence)	Sound Works (Links to Purple Mash 2Beat and 2Sequence)	Information Models (Links to Purple Mash 5.3, 5.7, 6.3)	Information Models (Links to Purple Mash 5.3, 5.7, 6.3)	Staying Connected (Links to Purple Mash 6.4)	Staying Connected (Links to Purple Mash 6.4)

Strands of the Computing Curriculum taken from the Hertfordshire Scheme of Work

<b>Create</b> Create, organise, manipulate, store, retrieve, review and present varied digital content
<b>Digital Research</b> Derive data from a number of sources, including pictorial; use digital research tools effectively, understanding broadly how they work and considering factors affecting search results; evaluate the resulting data, refining and editing it to make it their own.
<b>Info, Info</b> Collect, organise, evaluate and analyse data to present as information. Use varied tools including branching and flat file databases, and spreadsheets. Develop use of graphs, charts and tables, including pictograms, bar and pie charts, line graphs, Carroll and Venn diagrams and mind maps.
<b>Digital Communication</b> Develop an understanding of networks and systems. Use a range of digital tools safely and appropriately for communication and collaboration to support learning in and beyond school;
<b>eWorlds</b> Design, create, test, debug and refine algorithms and programs for specific purposes. Use a range of programming languages in both onscreen and physical environments, employing sequence, repetition, selection and variables appropriately. Program inputs and outputs in physical and onscreen systems.