


 <b>Computing Knowledge and Skills Progression</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
	<p><b>EYFS Statutory Educational Programme Understanding of the World states:</b></p> <p>Will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p> <p><b>*No ELG related to computing</b></p>	<p><b>National Curriculum Pupils should be taught to:</b></p> <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> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• recognise common uses of information technology beyond school</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>	


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Computer Science	<ul style="list-style-type: none"> <li>To know that when a button or lever is pressed, it controls a piece of technology.</li> <li>Understand that instructions lead to an outcome</li> <li>Use simple technology which is controlled by buttons or levers e.g. talking clipboards, remote control cars, beebots (summer term)</li> <li>To create simple direction commands e.g. forward, backwards</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand what algorithms are and how they can be implemented as programmes on digital devices</li> <li>To know that clear and precise instructions must be used to successfully execute programs</li> <li>To know that programmes can be created and altered</li> <li>Begin to understand that an algorithm is a set of instructions and that we control computers by giving them these instructions</li> </ul>	<ul style="list-style-type: none"> <li>To know what an algorithm is and how algorithms are implemented as programmes on digital devices</li> <li>To know that programs execute by following precise and unambiguous instructions</li> <li>To know that programmes can be created and debugged</li> <li>To know that the order of commands will affect an outcome</li> </ul>


 <b>Computing Knowledge and Skills Progression</b>	EYFS	Year 1	• Year 2
Computer Science		<ul style="list-style-type: none"> <li>• To create simple programs such as direction commands and sequences for a specific or given purpose</li> <li>• Consider precise commands for a specific purpose</li> <li>• To begin to debug their sequences or commands, understanding that programmes work by following instructions.</li> <li>• To develop reasoning to predict the behaviour of simple programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a series of instructions as a sequence</li> <li>• Create a set of instructions that are unambiguous so that they can be followed by somebody else</li> <li>• Combine commands to make longer and more complex sequences</li> <li>• Use logical reasoning to predict and outcome</li> <li>• Create and design simple programmes with an identified outcome</li> <li>• Use the word debug to correct mistakes in an algorithm and explain these choices</li> </ul>

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Information Technology	<ul style="list-style-type: none"> <li>To begin to know that computers can help us</li> <li>To help adults operate equipment within school and show increasing independence in using and operating simple equipment, toys and programmes</li> </ul>	<ul style="list-style-type: none"> <li>To become familiar with the term technology within school</li> <li>To know a range of examples of technology in school and understand that technology can be used a range of ways</li> <li>To know the main parts of a computer</li> <li>To explain that technology helps us</li> <li>To identify a computer and its main parts</li> <li>To use the main parts of a computer e.g. keyboard, mouse or trackpad in a range of ways, including editing work</li> <li>Save work to a file</li> </ul>	<ul style="list-style-type: none"> <li>To become familiar with information technology at school and beyond and describe some uses of these examples</li> <li>To know how technology can be used to help us</li> <li>Identify examples of computers and that a computer is part of information technology</li> <li>Identify information technology is a range of settings e.g. school, home</li> <li>Understand and explain how technology help us</li> <li>Use the main parts of a computer e.g. keyboard, mouse or trackpad in a range of ways, including editing work, moving and resizing images</li> <li>Open a saved file</li> </ul>

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Digital Literacy	<ul style="list-style-type: none"> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.</li> <li>Can operate simple equipment e.g. turning on CD players and use remote controls.</li> <li>Begins to experiment with creating art on simple programmes on computers or touch screen devices</li> </ul>	<ul style="list-style-type: none"> <li>To know that there are a range of tools, as well as the keyboard, that can be used to create a digital content</li> <li>To know that their work can be stored and altered</li> <li>To understand and use technology purposefully to create and edit text appropriately</li> <li>Mark make on screen, picking appropriate tools to meet their desired outcome, and discuss the tools they have used</li> <li>Use a variety of tools e.g. shapes and lines, colours, fill button, undo and explain their choices</li> <li>Create and store digital content</li> <li>Identify, use and find keys on a keyboard to add and remove simple text (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>To know that we can use devices to capture photographs</li> <li>To know that technology can be used purposefully to create, organise, store, and edit digital content</li> <li>To know that computers can be used to create music</li> <li>Explain how to capture a digital image</li> <li>Explain landscape and portrait orientation</li> <li>Use tools to edit an image</li> <li>Identify, use and find keys on a keyboard with increasing confidence and speed</li> <li>Change font, style and size</li> <li>Save, improve upon work, print and retrieve work</li> </ul>

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Digital Literacy		<ul style="list-style-type: none"> <li>• letters, numbers, space bar, back space)</li> <li>• Save work in a given location</li> <li>• Change font, style and size</li> </ul>	<ul style="list-style-type: none"> <li>• Upload an image with support</li> <li>• Create and edit digital music for a purpose using a range of tools and justifying their use of tools</li> </ul>
E-Safety	<ul style="list-style-type: none"> <li>• To begin to understand the importance of keeping safe online and know to ask an adult if they are unhappy with something they see.</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to use a computer safely and where to go for help and support when they have concerns about content or contact on the internet.</li> <li>• To identify rules to keep us safe and healthy when we are using technology in and beyond the home</li> <li>• To use technology safely and respectfully, keeping personal information private</li> <li>• To follow rules for using technology responsibly, discuss how we benefit from these rules and can give examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify where to go for help/support when concerned about content/contact on internet/other online technologies and to understand that images online can be fake</li> <li>• To show how to use information technology safely</li> <li>• To know that choices are made when using information technology</li> <li>• Create rules for safe use of information technology</li> </ul>

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E-Safety			<ul style="list-style-type: none"><li>• To use technology safely and respectfully, keeping personal information private</li><li>• To create and follow online safety rules, understanding their importance</li></ul>