



Scartho Infants' School and Nursery

where we *play*, *learn* and *grow* together



Computing – Progression Document

Skills, Knowledge and Vocabulary

EYFS Early Learning Goals	FS1	FS2
	<u>Digital Literacy</u> <ul style="list-style-type: none"> Can talk about what technology they have at home eg: I play on my tablet. I watch Peppa pig on the TV. 	<u>Digital Literacy</u> <ul style="list-style-type: none"> Is aware that we need passwords to protect our work and will use them with an adult eg: for teachers to log onto their computers or a passcode for the iPads. Able to sort different pieces of technology that they may find at school and what they may find at home eg: A washing machine in the kitchen not in the classroom.
	<u>Information Technology</u> <ul style="list-style-type: none"> To begin to understand that there is lots of different types of technology all around us, lights, remotes, phones, computers, iPads etc. 	<u>Information Technology</u> <ul style="list-style-type: none"> To understand how to give instructions to make things move eg: bee bots to make them move to a certain location.
	<u>Computer Science</u> <ul style="list-style-type: none"> To be able to follow a 2 part instruction. 	<u>Computer Science</u> <ul style="list-style-type: none"> To begin to follow instructions in the correct order. Can understand that instructions need to go in the correct order. If you mix them up then the task will not be completed correctly. Eg: making toast- you can't butter the bread and then put it into the toaster. Explores games on Mini Mash that move forwards, backwards, left and left.
	<u>E-Safety</u> <ul style="list-style-type: none"> Understand who to talk to about something they don't understand on an ipad/computer. 	<u>E-Safety</u> <ul style="list-style-type: none"> Recognise the impact of good choices and consequences of wrong ones. They can select and use technology for a purpose. Understand that they must ask an adult whether they can use a game or app. Know that information can be retrieved from computers and can tell an adult if what they see makes them feel worried. Recognise who they can ask for help and know when they need help. Children understand that they need to share equipment and take turns.

KS1 National Curriculum	Year 1	Year 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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. 	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Take ownership of their work and save this in their own space such. Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. 	<p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> Know the implications of inappropriate online searches. Begin to understand how things are shared electronically. Know ways of reporting inappropriate behaviours and content to a trusted adult. Can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge. Make links between technology they see around them, coding and multimedia work they do in school e.g. animations, interactive code and programs.
	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> Are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources 	<p><u>Information Technology</u></p> <ul style="list-style-type: none"> Demonstrate an ability to organise data using, and can retrieve specific data for conducting simple searches. Are able to edit more complex digital data. Are confident when creating, naming, saving and retrieving content. Use a range of media in their digital content including photos, text and sound.
	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program. Can work out what is wrong with a simple algorithm when the steps are out of order, and can write their own simple algorithm. Know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. 	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> Can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. Can create a simple program that achieves a specific purpose. They can also identify and correct some errors. Program designs display a growing awareness of the need for logical, programmable steps. Can identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.
	<p><u>E-Safety</u></p> <ul style="list-style-type: none"> Children begin to understand what personal information is and who you can share it with, including the need to keep passwords private. Begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. Know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. Recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities. 	<p><u>E-Safety</u></p> <ul style="list-style-type: none"> Understand what personal information is and who you can share it with, including the need to keep passwords private. Begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. Know who to tell when they see something that makes them uncomfortable and make sure an adult knows what they are doing. Recognise the Internet as an exciting place to be but understand the need for a balance in how they spend their time and make good choices about age appropriate activities.