

Computing Progression of skills

EYFS Reception

*The new Early Years Foundation Stage curriculum has removed 'Technology' from 'Understanding the world'. However, at Prior Heath we believe that **Computing and technology** are important subjects to deliver to Reception children.*

We provide lessons which include:

- Fluency in Computing literacy
- Understanding of E-Safety
- Turning on and off a laptop
- Turning on and off a Learn pad
- Taking a photo with a tablet
- Using the Interactive whiteboard to play games and search on the internet
- Use beebots
- Watch a video clip
- Listen to music
- Explore old toys
- Curiosity and creativity
- Problem solving skills

We strongly believe that these aspects support the children in accessing the KS1 curriculum when they move to Year 1.

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KS1	Year 1	Year 2	End of KS1 expectations
<p>Computer science</p>	<p>Know that an algorithm is the steps to carry out a task and that a computer program is a list of instructions for a computer to follow.</p> <p>Can give single instructions to a computer.</p> <p>To know that a bug is a problem in a computer system. To know that to debug a program is to fix a problem in a computer problem.</p> <p>Can follow instructions to give a sequence (list) of instructions to a computer.</p> <p>Can edit a line in a simple program to change what it does.</p> <p>Can recognise when a simple computer program runs correctly or when it has a bug.</p> <p>To know the purpose of the instruction that I give to a computer.</p> <p>Can follow the steps in a simple program.</p>	<p>To understand what an algorithm is (<i>precise instructions that have only one meaning</i>).</p> <p>To understand that algorithms are implemented as programs on digital devices.</p> <p>To understand that programs execute by following exact instructions (<i>can identify individual steps in a task</i>).</p> <p>Can create a program (<i>can write a simple program using a sequence of instructions</i>).</p> <p>Can debug a program (<i>can find and fix a bug</i>).</p> <p>Can use logical reasoning to predict the behaviour of simple programs (<i>e.g. predict how a simple program will behave and explain my prediction</i>).</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>To create and debug simple programs</p> <p>To use logical reasoning to predict the behaviour of simple programs</p>
<p>Information Technology</p>	<p>Can follow instructions to create basic digital outcomes using a variety of software (e.g. draw a picture, type in text, take a photo, record my voice).</p> <p>Can create basic digital outcomes using a variety of software (e.g. draw a picture, type in text, take a photo, record my voice).</p> <p>Can store work that I have created with a sensible name so that I can recognise it again.</p> <p>Can retrieve work that I have saved. Can manipulate (edit) basic digital content (e.g. format text, copy an image).</p>	<p>Can use technology purposefully to create digital content.</p> <p>Can use technology purposefully to organise and store my work (<i>can save my work</i>).</p> <p>Can use technology purposefully to manipulate (edit) my work (<i>can make decisions about my work and edit it to the way I want</i>).</p> <p>Can use technology purposefully to retrieve my work (<i>can organise my work so that I can retrieve it e.g. create folders</i>).</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

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Digital Literacy	<p>Can name common digital devices (e.g. laptop, tablet, smartphone).</p> <p>To know some things that can be done using a digital device.</p> <p>Can list some items of information that are personal.</p> <p>To know that I must be polite when I use technology to communicate.</p> <p>To know that I must tell an adult if anything on the internet makes me feel uncomfortable.</p> <p>To know that I must not give personal information to other people on the internet without the permission of an adult.</p> <p>To know that there are things on the internet that are not appropriate for me to use or see.</p> <p>To know that there are ways to report bad things on the internet.</p> <p>Can explore a website.</p>	<p>To know some ways in which information technology can be used outside school.</p> <p>Can use technology safely and respectfully (<i>can send an email, frontier discussion safely</i>).</p> <p>Understand the importance of keeping personal information private (<i>understand where to go to for help and support when they have concerns about content or contact on the internet or other online technologies</i>).</p> <p>Can find information on a website.</p>	<p>To recognise common uses of information technology beyond school</p> <p>To 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>
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