



# Computing Progression of Knowledge and Skills

<b>Subject Content</b>	<p><b>EYFS Understanding the World</b> Understanding the world involves guiding the children to make sense of their physical world and their community. The frequency and range of the children’s personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally socially and <b>technologically</b> and ecologically diverse world. Taken from <i>Educational Programmes, Statutory framework for the Early Years Foundation Stage 2021</i>.</p> <p><b>KS1 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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British and School Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical wellbeing	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

	FS2	Year 1	Year 2
<p><b>Understanding Technology</b> Recognise common uses of technology beyond school</p>	<p>To recognise that a range of technology is used in places such as homes and schools. To explore a range of technology used in their family/community.</p>	<p>To recognise and can give examples of common uses of information technology they encounter in their daily routine.</p>	<p>To recognise common uses of information technology beyond school, including those which they don’t frequently encounter in their daily routine. To understand what an email is and how it can be used. To understand the need to keep usernames and passwords safe. To understand that computers are not intelligent but can appear to be when following algorithms.</p>
<p><b>E- safety</b> Use technology safely and respectfully, keeping personal information private</p>	<p>To understand that you have to be safe while using the internet, computer and iPads and to follow the rules for using these</p>	<p>To be able to search safely online. To know what to do if they see something unpleasant or scary online.</p> <p>To understand how people can present themselves online and how to safely do this themselves.</p> <p>To understand what to share and what to keep private when online.</p> <p>To know what personal information is and share it with trusted adults.</p> <p>To know which information should be kept private online.</p>	<p>To know and apply the rules of safe searching. To know that they should not deliberately look for or send anything unpleasant online.</p> <p>To understand how to create a safe image for their own identity online. To know how to keep safe when playing games online.</p> <p>To understand that information about themselves may be personal and they can choose who to share it with. To manage their online activity safely, recognising which information should be kept private with support.</p> <p>To explain what it means to stay safe online and begin to</p>

			identify some of the potential risks associated with the online world
<b>Programming</b> Understand what algorithms are Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	To understand that you can press buttons to make something work and it will do the same thing every time because it understands a very special computer language	To understand that programs execute by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs. To create, debug and implement instruction (simple algorithms) as programs on a range of digital devices. To understand that digital devices follow precise and unambiguous instructions (algorithms). To understand that digital devices simulate real situations	To use logical reasoning to predict and explain the behaviour of simple programs. To understand that algorithms are implemented as programs on digital devices. To create and debug programs to achieve specific goals. To use the principles of logical reasoning to plan and predict the behaviour of simple programs. To solve real and imaginary problems on and off screen
<b>Digital Literacy</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content	To use ICT hardware to interact with age appropriate computer software. To complete a simple program on a computer and iPad, e.g. simple game, iPad Apps. <b>Presentation</b> To use a simple program (e.g. 2paint) or app to present their ideas in drawing. <b>Digital art</b> To explore what their fingers can do on, for example, a tablet, showing enjoyment and ability to talk about what they have done.	<b>Presentation</b> To use 2Publish to combine different media (such as text and images) to present what they have learned and share their ideas with others, with the support of an adult. <b>Digital art</b> To discover and explore what their fingers can do on, for example, a tablet, showing enjoyment and ability to talk about what they have done.	<b>Presentation</b> To use powerpoint to combine different media (such as text and images) to present what they have learned and share their ideas with others. <b>Digital art</b> To create digital art, on a tablet, showing enjoyment and ability to talk about what they have done. To experiment with how to create a range of effects - shades, patterns and results using different eTools.

## How we will implement Computing at Hetts Lane

- Planned teaching of computing each term through **enquiry** lessons, which is progressive, and provide purpose and meaning for children.
- Children will use technology in their classrooms as part of their **daily life at school** to apply skills taught. For example, interactive phonics games, maths games on iPads, sharing daily class routine, independent selection where appropriate.
- Technology will be integral to **support children in their learning**. E.g. use of iPads and laptops in the research centre to enquire.
- Children will apply computational thinking to solve problems across the curriculum. E.g. children suggest using technology in **enquiry**.
- Children will be able to **express themselves** through information and communication technology, e.g. Enquiry art work.
- Children will be able to discuss how to **stay safe on the internet**.
- Annual **e-safety assemblies** and information for parents.
- All children, and staff, are to adhere to **an Acceptable Use Policy (AUP)**
- Staff will have a shared understanding of how to keep our children safe through our **e-safety knowledge** and all staff will know the procedures for **reporting incidents**.

