

## Computing Skills and Knowledge Progression

### EYFS

EYFS - Computing			
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"><li>• Show resilience and perseverance in the face of a challenge.</li><li>• Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.</li></ul>
	Physical Development		<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li></ul>
	Expressive Arts and Design		<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li></ul>
ELG	Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li></ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li></ul>

## Year 1 and Year 2

National Curriculum		Year 1	Year 2
<p>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>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>	Programming	<ul style="list-style-type: none"> <li>To explain what a given command will do</li> <li>To combine forwards and backwards commands to make a sequence</li> <li>To plan a simple program</li> <li>To choose a command for a given purpose</li> <li>To show that a series of commands can be joined together</li> <li>To use my algorithm to move an object</li> </ul>	<ul style="list-style-type: none"> <li>To describe a series of instructions as a sequence</li> <li>To explain what happens when we change the order of instructions</li> <li>To use logical reasoning to predict the outcome of a program</li> <li>To explain that a sequence of commands has a start</li> <li>To explain that a sequence of commands has an outcome</li> <li>To create and debug a program that I have written</li> </ul>
<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	Creating media	<ul style="list-style-type: none"> <li>To use the fill tool and line tools</li> <li>To explain why I chose the tools I used</li> <li>To compare painting a picture on a computer and on paper</li> </ul>	<ul style="list-style-type: none"> <li>To use a computer to write</li> <li>To add and remove text on a computer</li> <li>To compare typing on a computer to writing on paper</li> <li>To use a digital device to take a photograph</li> <li>To use digital tools to make an animation</li> <li>To review and refine our work</li> </ul>
	Data and information	<ul style="list-style-type: none"> <li>To label objects</li> <li>To describe objects in different ways</li> <li>To compare groups of objects</li> </ul>	<ul style="list-style-type: none"> <li>To recognise that objects can be represented as pictures</li> <li>To create a pictogram</li> <li>To explain that we can present information using a computer</li> </ul>
<p>Recognise common uses of information technology beyond school</p>	Computing systems and networks	<ul style="list-style-type: none"> <li>To identify technology</li> <li>To identify a computer and its main parts</li> <li>To use a mouse in different ways</li> </ul>	<ul style="list-style-type: none"> <li>To identify the uses of information technology in school</li> <li>To identify information technology beyond school</li> <li>To explain how information technology helps us</li> </ul>
<p>Use technology safely and respectfully, keeping personal information private</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	Online Safety	<ul style="list-style-type: none"> <li>Be careful with technology devices</li> <li>Tell you what personal information is</li> <li>Talk about why it is important to be kind and polite</li> <li>Tell an adult when they see something unexpected or worrying online</li> </ul>	<ul style="list-style-type: none"> <li>Explain why they need to keep my information private</li> <li>Talk about why it is important to be kind and polite online and in real life</li> <li>Know that not everyone is who they say they are on the Internet</li> <li>Talk about choices when playing games and activities online with a range of devices</li> </ul>