Onslow Infant School
Computing Curriculum Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
Online Safety	**Use technology safely and respectfully**. - The child listens to and follows safety rules for chosen digital technologies. - The child knows who to ask for help at school and home.	**Use technology safely and respectfully.** - The child can understand that they need to keep safe when using digital technology. - Know to keep personal information private. - The child can understand that information on the internet can be seen by others. - Can identify where to go for help and support when they have concerns about content or other online technologies. - The child can understand what to do if they see disturbing content online at home or at school. They should know to tell their teacher or parents. -Know to be friendly online as well as in person.	**Use technology safely and respectfully**. - The child can keep safe and show respect to others while using digital technologies by respecting others' rights, including privacy and intellectual property. -They should be aware of age restrictions on computer games. - Keeping personal information private. - Can understand that they should not share personal info online and that they should not be online without parent permission. -Know that parental controls are there to keep them safe. - Know to be friendly online as well as in person, for example when sending emails/ messages. - The child can understand what to do if they have concerns about content or contact online. They should know to tell a teacher, parent or other trusted adult about this.
	Technology *Computer* *Internet*	*Online* *Content* *eSafety* *Personal information* *Devices* *Reporting* *Password / pin*	*Privacy* *Intellectual property* *Data* *Browser*
Programming	-The child shows an interest with technological toys with knobs or pulleys, or real objects. -Program simple robots with a series of instructions	**Create and debug simple programs**. - The child can program using a sequence of instructions before running a Bee Bot or simple robot.	**Create and debug simple programs.** -The child can create a simple program on screen, correcting any errors. - The child can create a simple program on screen with a particular goal or purpose in mind.
	Program *Instructions* *Robot* *Click / left click / right click*	*Debug/debugging* *Sequence*	*Error* *Input*

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Logical thinking	-The child knows that information can be retrieved from computers. Teacher model finding facts and images on line via a search engine. -The child can predict what might happen in an event. Where a Bee Bot may go with a series of instructions.	**Use logical reasoning to predict the behaviour of simple programs.** - The child can give explanations for what they think a program will do (written by themselves or piece of software, including computer games).	**Use logical reasoning to predict the behaviour of simple programs.** - The child can give logical explanations for what they think a program will do under given circumstances, including some attempt at explaining why it does what it does (written by themselves or piece of software).
	Information *Computer* *Search engine* *Instructions*	*Predict* *Simple programs* *Software*	
Problem solving	**Knows how to operate simple equipment.** - The child shows skill in making toys work by pressing or turning parts or lifting flaps to achieve effects such as sound, movements or new images. - The child can complete a simple program on the computer. - The child can give instructions how to build, operate or make something.	**Understand what algorithms are**. - The child can understand algorithms as sequences of instructions in everyday contexts. - The child can plan a sequence of steps to complete a task like buttering a slice of bread or pouring water into a cup. **Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.** – The child can program Bee Bot or a Scratch programme to move along a given route using simple sequences of instructions to implement an algorithm. - Sometimes the programs will not work as planned. In these cases, they need to fix their mistakes (debug). - The child should have a clear idea about what the program will do by using logical reasoning to predict what will happen from the instructions.	**Understand what algorithms are**. - The child can understand algorithms as sequences of instructions or sets of rules in everyday contexts. - The child can recognise that common sequences of instructions or sets of rules can be thought of as algorithms. **Understand how algorithms are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**. - The child can program on screen using sequences of instructions to implement an algorithm. - The child can create programs as sequences of instructions
	Computer *Program* *Instructions* *Directions (forward, back, left, right)* *Straight on* *Turn*	*Algorithm* *Sequence* *Digital device* *Execute (run)* *Precise* *Unambiguous* *Debug* *Predict*	*Code* *Command* *Outcome*

	EYFS	Year 1	Year 2
Using IT beyond school	**The child knows that information can be retrieved from computers.** Children recognise that a range of technologies can be used in places such as homes and schools.	**Recognise common uses of information technology beyond school.** - The child can show an awareness of how IT is used for communication beyond school.	**Recognise common uses of Information Technology beyond school.** - The child can name a number of purposes for which IT is used beyond school. - The child knows that work can be shared online, photos can be taken, edited and shared easily, with consent, using digital technologies
	Information *Computer / Laptop* *iPad/tablet* *Technology* *Internet* *Website* *Keyboard* *Mouse* *Batteries / electricity* *Camera* *Mobile phone* *Off/on* *Buttons* *Push*	*Email* *IT* *Online* *Print* *Photocopy* *Search / Search engine* *Screen/monitor* *Memory* *Communicate*	*Digital* *Smart device* *Wired* *Wireless*
Creating content	-The child can complete a simple program on the computer - The child can interact with age appropriate computer software on the class board or iPad. - The children select and use technology for particular purposes like take a photo of their work for Tapestry on an iPad.	**Use technology purposefully to organise, store and retrieve digital content.** - The child can use a range of digital technologies to store and access digital content **Use technology purposefully to create and manipulate digital content.** - The child can create their own content using a range of technologies. Manipulate images in simple paint programs. Taking photos in continuous provision Logging in to online platforms (purple mash and tapestry) attaching photos and saving content. Using technology to record images Saving and publishing content Revisit eSafety (link to RSE curriculum) each lesson where relevant.	**Use technology purposefully to organise, store and retrieve digital content**. - With a given purpose, the child can use a range of digital technologies to retrieve, organise and store digital content. **Use technology purposefully to create and manipulate digital content.** - The child can create and edit original content for a given purpose using digital technology.

	EYFS	Year 1	Year 2
	Computer *Program* *iPad* *Interactive whiteboard*	*Organise* *Store / save* *Retrieve* *Access* *Digital content* *Log in / off* *Publish* *Manipulate* *Text/Image* *File / document* *Folder* *Cursor* *Username/password* *Delete*	*Original* *Resize* *Graphics* *Drag and drop* *Menu* *Crop* *Edit* *Backspace* *Import* *Icon* *Cut* *Paste* *Animation*
Continuous Provision & Enhancements			
Role Play	▪ Playing and exploring everyday technology e.g. phones, TV remotes, keyboards, kettles etc. ▪ Role playing everyday scenarios e.g. watching TV, making dinner.	▪ Using iPads and/or cameras to take photos and videos of their role play. ▪ Using everyday objects with a purpose e.g. using a phone book to dial a number, using a recipe book to set the temperature on the oven. ▪ Using a keyboard to type.	▪ Researching using the Internet to find out what they need in different role play areas. ▪ Using real technology e.g. CD players, walkie talkies, iPads, digital scales. ▪ Create rules for using technology safely. ▪ Printing own resources for role play. ▪ Role playing simple algorithms e.g. making a sandwich.
Investigation	▪ Exploring a range of old and new technology to find out how they work e.g. phones, cameras. ▪ Using torches. ▪ Exploring BeeBots.	▪ Programming BeeBots. ▪ Taking photos of learning and uploading to own Tapestry accounts. ▪ Monitoring the weather and create simple weather report videos. ▪ Taking apart technology to view components.	▪ Design, test and evaluate algorithms using BeeBots. ▪ Taking photos of learning and uploading to own Tapestry accounts – adding a description/comment. ▪ Using green screen technology to create video news reports etc.
Reading	▪ Listening to stories, songs and poetry on CD players and iPads. ▪ Playing reading games/apps e.g. Phonics Play, Teach Your Monster to Read.	▪ Scanning QR codes independently to listen to stories. ▪ Accessing Bug Club to read independently.	▪ Making their own recorded stories to share with others. ▪ Creating their own QR cods using apps. ▪ Reading about how technology is used around the world.