



Computing Progression Map

EYFS		Area of Study	Year 1	Year 2
<p>EYFS Statutory Educational Programme: Computing is not explicitly mentioned within the EYFS curriculum, however there will still be many opportunities for the children to use technology to solve problems and produce creative outcomes.</p> <p>Children are introduced to online safety and how to access IT within school safely. This is continuously reinforced throughout the year alongside PSHE and Safeguarding assembly which teach the children about online safety</p> <p>The most relevant statements from the Early Goals in the Statutory Framework and the Development Matters age ranges to match the National Computing Curriculum are detailed below.</p>		<p>Recognise common uses of information technology beyond school</p>	<p>Recognising technology around school and using it responsibly</p> <p>To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard on a computer To use the keyboard to edit a text To create rules to use technology and articulate how to stay safe online</p>	<p>Identifying IT and how it is responsible use improves our world in school and beyond</p> <p>To recognise the uses and features of information technology To identify the uses of information technology in the school To identify information beyond school To explain how information technology helps us To explain how to use information technology safely To recognise that choices are made when using information technology</p>
<p>3-4 Year olds PSED Physical Development Understanding the World</p>	<ul style="list-style-type: none"> Remember to use rules without an adult needing to remind them. Matching their developing physical skills to tasks and activities in the setting. Explore how things work 	<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>	<p>Writing short algorithms and programs for floor robots and predicting program outcomes</p> <p>Designing and programming the movement of a character on screen to tell stories.</p>	<p>Creating and debugging programs and using logical reasoning to make predictions</p> <p>Designing algorithms and programs that use events to trigger sequence of code to make an interactive quiz.</p>
<p>Reception PSED Physical Development Expressive Arts</p>	<ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and well being Sensible amounts of 'screen time' Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Explore, use and refine a variety of artistic effects to express their ideas and feelings 	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Exploring objects and then using them to sort and group objects by properties.</p> <p>Choosing appropriate tools in a program to create art and making comparisons with working non digitally</p> <p>Using a computer to create and format text before comparing to working non digitally</p>	<p>Collecting data in tally charts and using attributes to organise and present data on a computer.</p> <p>Capturing and changing digital photographs for different purposes.</p> <p>Using a computer as a tool to explore rhythms and melodies before creating a musical composition.</p>
<p>ELG PSED Expressive Arts</p>	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Safely use and explore a variety of materials, tools and techniques, 	<p>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>	<p>Do I know how to act if they find inappropriate content online?</p> <p>Can I understand that things sometimes happen on computers that are not their fault? E.g, pop-ups)</p> <p>Can I understand not to feel guilty if something comes on the screen that makes them feel bad?</p>	<p>Can I follow the school's safer internet rules?</p> <p>Can I evaluate websites and know that everything on the internet is not true?</p> <p>Can I recognise that there are other people on the internet and this affects how they should use it?</p>



	experimenting with colour, design, texture, form and function.		Can I follow the school's safer internet rules?	Do I know how to act if they find inappropriate content online? Can I tell a trusted adult if someone they don't know tries to contact them via the internet? Can I understand that they should only open an email from someone they know? Can I send and receive emails safely? Do I understand why passwords shouldn't be shared? Can I use the internet safely for learning and communicating with others? Can I recognise advertising on website and learn to ignore it?
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