**Curriculum Progression Map**

EYFS cover computing through understanding the world and have planned in activities to meet their statements.

KS1 follow the Teach Computing Curriculum with a modified version covered in the mixed year group class.

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|  | **F1** | **F2** | **Year 1** | **Year 2** |
|  | **EYFS Statement** | **Outcome** | **EYFS Statement** | **Outcome** | **NC Statement** | **Teach Computing Curriculum Objectives** | **NC Statement** | **Teach Computing Curriculum Objectives** |
| **Computer science** | ***Phys D*****Match their developing physical skills to tasks and activities in****the setting.*****Understanding the World*** **Explore how things work** | **Key Skills**I can identify everyday technology: link it to technology at homeI can operate an iPad and open appsI use my fine motor skills so I can use a range of tools competently, safely and confidently I can use an iPad to take photos**Computing**I have some awareness that ICT may be used to communicate information electronically – DojoI like to explore how things work.I can control a programmable toyI confidently explore how things work | ***PSED*****Show resilience and perseverance in the face of a challenge.****Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.*****Phys D*****Develop their small motor skills so that they can use a range of tools competently, safely and confidently.*****ELG PSED - Managing Self*****Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** | **Key Skills**I can use different digital devicesI can recognise the basic parts of a computer- mouse, screen, keyboard.I can use a mouse/touchscreen to select options on screen I can take a photo.**Computing**I can explore technologyI can repeat an action with technology I can follow simple instructions to control a digital device I can recognise the success or failure of an actionI can recognise that we control computersI can input a short sequence of instruction to control a device | **Understand what an algorithm is, how they are implemented as programs on digital devices and that programs execute by following precise instructions.****Create and debug simple programs****Use logical reasoning to predict the behaviour of simple programs** | To explain what a given command will doTo act out a given wordTo combine forwards and backwards commands to make a sequenceTo combine four direction commands to make sequencesTo plan a simple programTo find more than one solution to a problemTo choose a command for a given purposeTo show that a series of commands can be joined togetherTo identify the effect of changing a valueTo explain that each sprite has its own instructionsTo design the parts of a projectTo use my algorithm to create a program | **Understand what an algorithm is, how they are implemented as programs on digital devices and that programs execute by following precise instructions.****Create and debug simple program****Use logical reasoning to predict the behaviour of simple programs.** | To describe a series of instructions as a sequenceTo explain what happens when we change the order of instructionsTo use logical reasoning to predict the outcome of a programTo explain that programming projects can have code and artworkTo design an algorithmTo create and debug a program that I have writtenTo explain that a sequence of commands has a startTo explain that a sequence of commands has an outcomeTo create a program using a given designTo change a given designTo create a program using my own designTo decide how my project can be improved |
|  | **F1** | **F2** | **Year 1** | **Year 2** |
|  | **EYFS Statement** | **Outcome** | **EYFS Statement** | **Outcome** | **NC Statement** | **Teach Computing Curriculum Objectives** | **NC Statement** | **Teach Computing Curriculum Objectives** |
| **Information Technology** | ***Phys D*****Match their developing physical skills to tasks and activities in****the setting.*****Understanding the World*** **Explore how things work** | I can attempt to use a computer program to create a pictureI can use a computer program with support to create a picture | ***Phys D*****Develop their small motor skills so that they can use a range of tools competently, safely and confidently.*****Expressive Arts and Design*****Explore, use and refine a variety of artistic effects to express their ideas and feelings*****ELG Expressive Arts and Design – Creating with Materials*****Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function*****ELG PSED - Managing Self*****Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.** | **Presenting info and Multimedia**I can create simple digital contentI can use technology to explore an access digital contentI can choose media to convey information.I can operate a digital device with support to fulfil a task. **Data** I can access content in a range of formats e.g. image, video, and audio | **Use technology to create, organise, store, manipulate and retrieve digital content.** | To identify technologyTo identify a computer and its main partsTo use a mouse in different waysTo use a keyboard to type on a computerTo use the keyboard to edit textTo describe what different freehand tools doTo use the shape tool and the line toolsTo make careful choices when painting a digital pictureTo explain why I chose the tools I usedTo use a computer on my own to paint a pictureTo compare painting a picture on a computer and on paperTo label objectsTo identify that objects can be countedTo describe objects in different waysTo count objects with the same propertiesTo compare groups of objectsTo answer questions about groups of objectsTo use a computer to writeTo add and remove text on a computerTo identify that the look of text can be changed on a computerTo make careful choices when changing textTo explain why I used the tools that I choseTo compare typing on a computer to writing on paper | **Use technology to create, organise, store, manipulate and retrieve digital content.** | To recognise the uses and features of information technologyTo identify the uses of information technology in the schoolTo identify information technology beyond schoolTo explain how information technology helps usTo use a digital device to take a photographTo make choices when taking a photographTo describe what makes a good photographTo decide how photographs can be improvedTo use tools to change an imageTo recognise that photos can be changedTo recognise that we can count and compare objects using tally chartsTo recognise that objects can be represented as picturesTo create a pictogramTo select objects by attribute and make comparisonsTo recognise that people can be described by attributesTo explain that we can present information using a computerTo say how music can make us feelTo identify that there are patterns in musicTo experiment with sound using a computerTo use a computer to create a musical patternTo create music for a purposeTo review and refine our computer work |

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| **Digital Literacy** | ***PSED*****Remember rules without needing an adult to remind them.** | I am beginning to follow rules, understanding why they are importantI am increasingly following rules, understanding why they are importantI can follow rules and understand why they are important with technology. | **PSED****Show resilience and perseverance in the face of a challenge.****Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of ‘screen time’.*****ELG PSED - Managing Self*****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.** | **Digital Literacy**I am aware that some online content is inappropriate. I know to tell an appropriate adult if they see something on the computer that upsets them. | **Recognise common uses of information technology beyond school.****Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contacts.** | To identify technologyTo use a mouse in different waysTo use a keyboard to type on a computerTo use the keyboard to edit textTo create rules for using technology responsibly | **Recognise common uses of information technology beyond school.****Use technology safely and respectfully, keeping personal information private. Identify where to go for help and support when they have concerns about content or contacts.** | To recognise the uses and features of information technologyTo identify the uses of information technology in the schoolTo identify information technology beyond schoolTo explain how to use information technology safelyTo recognise that choices are made when using information technology |