**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 home  I can operate an iPad and open apps  I 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 – Dojo  I like to explore how things work.  I can control a programmable toy  I 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 devices  I 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 technology  I 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 action  I can recognise that we control computers  I 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 do  To act out a given word  To combine forwards and backwards commands to make a sequence  To combine four direction commands to make sequences  To plan a simple program  To find more than one solution to a problem  To choose a command for a given purpose  To show that a series of commands can be joined together  To identify the effect of changing a value  To explain that each sprite has its own instructions  To design the parts of a project  To 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 sequence  To explain what happens when we change the order of instructions  To use logical reasoning to predict the outcome of a program  To explain that programming projects can have code and artwork  To design an algorithm  To create and debug a program that I have written  To explain that a sequence of commands has a start  To explain that a sequence of commands has an outcome  To create a program using a given design  To change a given design  To create a program using my own design  To 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 picture  I 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 content  I can use technology to explore an access digital content  I 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 technology  To identify a computer and its main parts  To use a mouse in different ways  To use a keyboard to type on a computer  To use the keyboard to edit text  To describe what different freehand tools do  To use the shape tool and the line tools  To make careful choices when painting a digital picture  To explain why I chose the tools I used  To use a computer on my own to paint a picture  To compare painting a picture on a computer and on paper  To label objects  To identify that objects can be counted  To describe objects in different ways  To count objects with the same properties  To compare groups of objects  To answer questions about groups of objects  To use a computer to write  To add and remove text on a computer  To identify that the look of text can be changed on a computer  To make careful choices when changing text  To explain why I used the tools that I chose  To 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 technology  To identify the uses of information technology in the school  To identify information technology beyond school  To explain how information technology helps us  To use a digital device to take a photograph  To make choices when taking a photograph  To describe what makes a good photograph  To decide how photographs can be improved  To use tools to change an image  To recognise that photos can be changed  To recognise that we can count and compare objects using tally charts  To recognise that objects can be represented as pictures  To create a pictogram  To select objects by attribute and make comparisons  To recognise that people can be described by attributes  To explain that we can present information using a computer  To say how music can make us feel  To identify that there are patterns in music  To experiment with sound using a computer  To use a computer to create a musical pattern  To create music for a purpose  To 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 important  I am increasingly following rules, understanding why they are important  I 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 technology  To use a mouse in different ways  To use a keyboard to type on a computer  To use the keyboard to edit text  To 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 technology  To identify the uses of information technology in the school  To identify information technology beyond school  To explain how to use information technology safely  To recognise that choices are made when using information technology |