Computing – Progression of skills

	EYFS	Year 1	Year 2
Programming	Personal, Social and Emotional Development • Show resilience and perseverance in the face of a challenge ELG – Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	• Begin to understand an algorithm is a set of instructions to achieve a specific purpose • Combine forward and backward commands to make a sequence • Combine four direction commands to make sequences • Understand that we control computers by giving them instructions • Understand that we control computers by giving them instructions • Choose a command for a given purpose • Show a series of commands can be joined together • Understand that the order of instructions in an algorithm is important • Give a sequence of instructions to a Beebot • Begin to debug instructions when the Beebot does not reach the intended destination • Begin to predict what will happen for a short sequence of instructions in a program • Understand that we control computers by giving them instructions	• Describe a series of instructions as a sequence • Explain that a sequence of commands has an outcome • Combine four directions to make increasingly more complex sequences • Understand that computers have no intelligence and we have to program them to do things • Explain that a sequence of commands has a start • Explain what happens when we change the order of commands • Understand that instructions in an algorithm need to be in order, clear and unambiguous • Create a simple program on screen, correcting any errors with a particular goal or purpose in mind (Scratch Jnr / Minecraft Hour of Code) • Use the word debug to correct mistakes in an algorithm • Evaluate the success of an algorithm • Predict the outcome of a sequence • Compare prediction to the program outcome

Information Technology	<u>Physical Development</u> • Develop their small motor skills so they can use a range of tools competently, safely and confidently	SKILLS • Identify and find keys on a keyboard Add and remove text using basic typing skills (space bar, backspace to delete and basic age appropriate punctuation) • Save work to the appropriate location (network server and Microsoft Teams) • Begin to print, retrieve and edit work with support DIGITAL PAINTING • Create/edit a drawing using a range of "tools" such as brushes, pens, erasers, stamps and shapes • Set the size, colour and shape • Explain why tools were used GROUPING OBJECTS • Label objects • Identify that objects can be counted • Count objects with same properties • Compare groups of objects • Describe objects in different ways	SKILLS • Identify and find keys on a keyboard with increased confidence and speed • Type capital letters • Change font, style (bold, italic and underline) and size of text • Save, print, retrieve and edit work from appropriate location (network server and Microsoft Teams) independently • Upload images or movies to appropriate place (network server and Microsoft Teams) with support DIGITAL PHOTOGRAPHY • Add and resize images (including insert clipart/copy and paste an image) • Capture/edit photograph using a range of "tools" DATA • Recognise that objects can be counted and compared using tally charts • Select objects by attributes and make comparisons • Recognise objects can be represented as pictures • Create a pictogram • Explain that information can be presented using a computer
Digital Literacy	<u>Personal, Social and Emotional Development</u> • Know and talk about the different factors that support their overall health and well being <u>ELG – Managing Self</u>	• Identify technology • Identify a computer and its main parts • Use a mouse in different ways	• Identify information technology in the home • Identify information technology beyond school • Explain how information technology benefits is • Recognise the uses and features of information technology

	• Explain the reasons for rules, know right from wrong and try to behave accordingly <u>Expressive Arts and Design</u> • Explore, use and refine a variety of artistic effects to express their ideas and feelings <u>ELG – Creating with Materials</u> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function		• Continue to practise mouse skills independently

Digital Literacy – Online Safety

All children across the school (including EYFS) are taught the explicit online safety module – Jessie and Friends as produced by CEOP.

Each NCCE Unit of Study has elements of online safety included and staff should also reference Online Safety Progression of Skills document – Education for a Connected World.

Alongside the PSHE content taught in school, staff also have access to Project Evolve to ensure coverage across the school year.