



Subject: Computing
Progression of Knowledge and Skills

Strand	EYFS	Year 1	Year 2
Digital Literacy	<u>Technology</u> I can name some devices that use technology at home and school <u>Online Relationships</u> I know some ways in which the internet can be used to communicate I can name some trusted adults <u>Health, Wellbeing & Lifestyle</u> I can talk about 'screen time' and how too much of it is not healthy. <u>Privacy & Security</u> I know that I must not click onto things I am not sure about I know to find help from my trusted adults if I am upset/worried/unsure when using technology I know some of my personal information (address and D.O.B.)	<u>Digital Technology</u> I know what the word 'technology' means. I can identify uses of technology within school. I know to only use apps and games that have been approved by my trusted adults. <u>Online Relationships</u> I know that I shouldn't use technology to communicate with people that I don't know in real life. I know that people online may not be who they say they are. I can describe ways that some people can be unkind online and how it would make them feel. <u>Privacy & Security</u> I know that passwords are used to protect information, accounts and devices I know what information is personal to someone (e.g. Where they live, D.O.B., school name) I know what information I should not put online without asking a trusted adult first I know to speak to a trusted adult if I am worried or unsure about something I have seen when using technology. I can explain why I should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online. <u>Health, Wellbeing & Lifestyle</u> I can talk about the 'rules' on our school E-Safety poster that help to keep us safe at school and home when using technology.	<u>Internet & Online searches</u> I can identify what 'IT' Information Technology is. I can identify different types of computers and their parts. I can identify how IT is used in school and home by children and adults (including voice activated devices Alexa, Siri & VR headsets) I know to only use apps, games or websites that have been approved by my trusted adults. I know that I should only play games that have an age rating suitable for me. I know that some information I find online may not be true or real I can use simple keywords in a search engine I can navigate a simple webpage to get information I need <u>Online Relationships</u> I know how to use technology respectfully by being polite and kind to other online users. I can describe how to behave online in ways that do not upset others and I can give examples <u>Privacy & Security</u> I know which information I should keep private online and I can give examples (full name, address, D.O.B. school name) I can describe and explain some rules for keeping personal information private (e.g. Creating and protecting passwords) I know who to talk to if something has been put online without consent or if it is incorrect I know how to report concerns online (CEOP button, trusted adults) <u>Health, Wellbeing & Lifestyle</u> I know the 'E-Safety poster' rules I can follow at school and home to keep me safe when using technology. I know rules I can follow at home to keep me safe when using technology.

Vocabulary	technology, ipad, phone, computer, tablet, app, e-safety, device, technology, online, trusted adult, rules, internet, screentime, healthy, unhealthy	device, app, technology, online, internet, rules, E-safety, technology, online, safe, respect, trusted adults	information technology, computer, monitor, keyboard, mousepad, online, internet, rules, safe, VR headset, Alexa, Siri, search engine, webpage, links, browser
Information Technology	I can unlock an ipad I can select an app to use I can use the apps that I have been taught how to use I can 'close' an app when I have finished using it I can use the camera app to take photos I can use an app to create a piece of art. I can use the draw/paint tool. I can select different colours I can use the 'erase' tool I can scan a QR code I can save my work with help I can print my work with help	<u>Word Processing</u> I can recognise keys on a keyboard. I can find the keys I need to use. I can use letter and number keys. I can enter text. I can use backspace to remove text. I can find and use the spacebar to make a space. <u>Digital Photography</u> I can recognise what devices can be used to take photographs. I can use an ipad to take photographs. I recognise what a 'good' photograph is and how to take one, considering the background. I know how to zoom in on a subject. I can choose whether landscape or portrait is best for my photograph. I can change images by editing them (adding filters & changing colour) I can explain my choices. I can identify which photos are real and which have been 'digitally altered' <u>Creating digital media</u> I can explore and use a variety of paint tools. I can create digital art in the style of an artist. I can talk about the choices I have made. I can talk about the different tools and what they are useful for. I can compare art made on paper and art made on a computer and talk about my preferences.	<u>Word Processing</u> I can find and open the Google Doc app. I can type words/sentences. I can change the look of text using bold, italic and underline. I can type capital letters. I can select text. I can change the font of text. I can search for and insert an image. <u>Creating digital music</u> I can identify, create and play rhythms. I can experiment with sound using a computer. I can create a musical pattern using a computer based program. I can create music for a given purpose. I can review and edit my computer based piece of music. <u>Data and Information/Pictograms</u> I can count and compare objects using tally charts. I recognise that objects can be represented by pictures. I can use pictograms to answer simple questions. I can create pictograms. I can select objects by attribute and make comparisons. I can draw conclusions from pictograms. I know why information/data should not be shared. I can use a computer program to present information in different ways.
Vocabulary	camera, photo, draw , paint, tool, erase, save, QR code, reader, scan, save, print	word processing, keyboard, keys, text, type, space, spacebar, delete, document Ipad, camera, photograph, zoom , crop, tool, retrieve, delete, edit, real, digitally altered	word processing, type, space, spacebar, delete, new line, return, enter, caps lock, document, image, text, copy, paste digital music, rhythm, sequence, sound, pattern, Chrome Music lab

		paint, program, tool, shape, fill, line, undo, erase, digital art	data, information, tally chart, pictogram attribute, compare
Computer Science	I can follow instructions I can give instructions I can begin to input instructions on a digital device to make a character move	<u>Programming and Algorithms (Robot Mice)</u> I can explain what given commands will do. I can give directions and follow instructions. I can combine forwards and backwards commands to make a sequence. I can combine 4 direction commands to make sequences. I can plan a simple program. I can debug a simple program. I can use 2 different programs to get to the same place. <u>Programming and Algorithms (Scratch Jr)</u> I can choose commands for a given purpose. I can show that a series of commands can be joined together. I can identify the effect of changing a value. I can explain that each sprite has its own instructions. I can design the parts of a project. I can use my algorithm to create a program.	<u>Programming and Algorithms</u> I can run a program I can predict the outcome of a sequence of commands. I can change the outcome of a sequence of commands. I can build the sequences of blocks I need. I can create a program using a given design. I can change a design to make my own program. I can design a program. I can choose backgrounds and characters. I can create a program based on my design and choose the correct sequences of blocks. I can create an algorithm. I can debug my program. I can improve my project by adding features.
Vocabulary	Instructions, order, program	program, algorithm, command, sequence , forwards, backwards, turn, plan, run, debug, BeeBot, animation, blocks, value, plan, run debug, Scratch Jr	program, algorithm, start, sequence, command, run, blocks, sprite, outcome, design, debug, improve, features