

Emscote Infant School Primary Computing: Skills Progression (Reception and KS1)

Early Years Computing Curriculum		KS1 Computing Curriculum			
<p>Understanding the World: ELG 15 Technology:</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>Expressive Arts and Design ELG 17 Being imaginative:</p> <ul style="list-style-type: none"> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. 		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 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 contact on the internet or other online technologies. 			
	Reception	Year 1	Year 2	Key Vocabulary	
e-Safety	<ul style="list-style-type: none"> I can ask an adult when I want to use the Internet. I can tell an adult when something worrying or unexpected happens while I am using the Internet. I can be kind to my friends. I can talk about the amount of time I spend using a computer / tablet / game device. I am careful with technology devices. 	<ul style="list-style-type: none"> I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it is important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<ul style="list-style-type: none"> safe e-safety website password login responsible email address internet Welearn Search cyber-bullying website search engine 	<ul style="list-style-type: none"> private/secure World Wide Web (www) browser virus spam e-safety website address hyperlink network technology devices
Multimedia	<ul style="list-style-type: none"> I can move objects on a screen. I can create shapes and text on a screen. I can use technology to show my learning. 	<ul style="list-style-type: none"> I can be creative with different technology tools. I can use technology to create and present my ideas. I can use the keyboard or a word bank on my device to enter text. I can save information in a special place and retrieve it again. 	<ul style="list-style-type: none"> I can use technology to organise and present my ideas in different ways. I can use the keyboard on my device to add, delete and space text for others to read. I can tell you about an online tool that will help me to share my ideas with other people. I can save and open files on the device I use. 	<ul style="list-style-type: none"> presentation text PowerPoint Word sharing files insert spacing keyboard 	<ul style="list-style-type: none"> save copy paste delete re-size manipulate attachment bold italic underline

<p>Programming</p>	<ul style="list-style-type: none"> • I can make a floor robot move (Beebot). • I can use simple software to make something happen. • I can make choices about the buttons and icons I press, touch or click on. 	<ul style="list-style-type: none"> • I can give instructions to <i>my friend and follow their instructions to move around</i>. • I can describe what happens when I press buttons on a robot e.g. Beebot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm (i.e. a set of computer instructions). • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program. 	<ul style="list-style-type: none"> • I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen and talk about this as an algorithm. • I can program a robot (Beebot) or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug (change) it. 	<ul style="list-style-type: none"> • coding • sequence • pattern • order • programming • algorithm • predict • software • debug 	<ul style="list-style-type: none"> • instructions • forward, back, left, right • command • robot • move
<p>Handling Data</p>	<ul style="list-style-type: none"> • I can tell you about different kinds of information such as pictures, video, text and sound. 	<ul style="list-style-type: none"> • I can talk about the different ways in which information can be shown. • I can use technology to collect information, including photos, video and sound. • I can sort different kinds of information and present it to others. • I can add information to a pictograph and talk to you about what I have found out. 	<ul style="list-style-type: none"> • I talk about the different ways I use technology to collect information, including a camera, phone, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question. 	<ul style="list-style-type: none"> • technology • information • data • graph / chart • database • pictograph • presentation 	<p><i>Equipment:</i></p> <ul style="list-style-type: none"> • video • sound • photos • microscope
<p>Technology in our Lives</p>	<ul style="list-style-type: none"> • I can tell you about technology that is used at home and in school. • I can operate simple equipment. • I can use a safe part of the Internet to play and learn. 	<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. 	<ul style="list-style-type: none"> • I can tell you why I use technology in the classroom. • I can tell you why I use technology in my home and community. • I am starting to understand that other people have created the information I use. 	<ul style="list-style-type: none"> • home • school • whiteboard • screens • Purple Mash 	<ul style="list-style-type: none"> • animation • design • multimedia •

Based on information from www.somersetelim.org

		<ul style="list-style-type: none">• I can begin to identify some of the benefits of using technology.	<ul style="list-style-type: none">• I can identify benefits of using technology including finding information, creating and communicating.• I can talk about the differences between the Internet and things in the physical world.		
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