



## SOUTH WOOTTON INFANT SCHOOL

### Computing Progression

	EYFS	YEAR 1	YEAR 2
<b>Digital Literacy</b>			
<b>Online Safety</b>	<ul style="list-style-type: none"> <li>• Ask an adult when they want to use the Internet.</li> <li>• Tell an adult when something worrying or unexpected happens while using the Internet.</li> <li>• Use technology devices carefully and respectfully.</li> <li>• Able to talk about the amount of time they spend using a computer/tablet/ game device.</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps their password private.</li> <li>• Explain what personal information is.</li> <li>• Tell an adult when something unexpected or worrying happens when online.</li> <li>• Talk about why it is important to be kind and polite when using the internet.</li> <li>• Recognises age appropriate websites.</li> <li>• Agree to and follow Online Safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why they need to keep their password and personal information private.</li> <li>• Describe the things that happen online that they must tell an adult about.</li> <li>• Talk about why they should go online for a short amount of time.</li> <li>• Talk about why it is important to be kind and polite online and in real life.</li> <li>• Know that not everyone is who they say they are on the Internet.</li> </ul>
<b>Technology in Our Lives</b>	<ul style="list-style-type: none"> <li>• Talk about technology that is used at home and in school.</li> <li>• Operate simple equipment.</li> <li>• Use a safe part of the Internet to play and learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises the ways technology is used in their classroom.</li> <li>• Recognises ways technology is used in their home and community.</li> <li>• Uses links to websites to find information.</li> <li>• Begins to identify some of the benefits of using technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains why/how they use technology in the classroom.</li> <li>• Explains why/how they use technology at home and in the community.</li> <li>• Beginning to understand that people have created the information they use.</li> <li>• Identifies the benefits of using technology including finding information, creating and communicating.</li> </ul>

			<ul style="list-style-type: none"> <li>• Talk about the differences between the Internet and things in the physical World.</li> </ul>
<b>Information Technology</b>			
<b>Multimedia</b>	<ul style="list-style-type: none"> <li>• Move objects on a screen.</li> <li>• Create shapes and text on a screen.</li> <li>• Use technology to show learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses different technology tools to be creative.</li> <li>• Uses technology to create and present their ideas.</li> <li>• Uses the keyboard or a word bank on a device to enter text.</li> <li>• Save information in a special place and retrieve it again.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses technology to organise and present their ideas in different ways.</li> <li>• Uses the keyboard on a device to add delete and space text for others to read.</li> <li>• Talk about an online tool that will help them share their ideas with people.</li> <li>• Save and open files on the device they use.</li> </ul>
<b>Handling Data</b>	<ul style="list-style-type: none"> <li>• Talk about different kinds of information such as pictures, videos, texts and sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about the different ways in which information can be shown.</li> <li>• Uses technology to collect information, including photos, video and sound.</li> <li>• Sorts different kinds of information and present it to others.</li> <li>• Add information to a pictograph and talk about what they have found out.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the different ways they use technology to collect information including a camera, microscope or sound recorder.</li> <li>• Make and saves charts or graphs using data they collect.</li> <li>• Talk about the data that is shown in their chart or graph.</li> <li>• Beginning to understand a branching database.</li> <li>• Able to explain what kind of information they could use to help them investigate a question.</li> </ul>
<b>Computer Science</b>			
<b>Programming</b>	<ul style="list-style-type: none"> <li>• Make a floor robot move.</li> <li>• Use simple software/program to</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions to a friend and follow their instructions to move</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions to a friend (using forward, backwards and</li> </ul>

	<p>make something happen.</p> <ul style="list-style-type: none"> <li>• Make choices about the buttons and icons they press, touch or click on.</li> </ul>	<p>around.</p> <ul style="list-style-type: none"> <li>• Describes what happens when they press buttons on a robot.</li> <li>• Presses buttons in the correct order to make a robot do what they want.</li> <li>• Describe what actions they need to do to make something happen.</li> <li>• Begin to use the word algorithm.</li> <li>• Begin to predict what will happen for a short sequence of instructions.</li> <li>• Begin to use software/apps to create movement and patterns on a screen.</li> <li>• Use the word debug when they correct a mistake when they program.</li> </ul>	<p>turn) and physically follow their instructions.</p> <ul style="list-style-type: none"> <li>• Explain the order they need to do things to make something happen and talk about this as an algorithm.</li> <li>• Program a robot or software to do a particular task.</li> <li>• Look at a friend's programming and tell them what will happen.</li> <li>• Use programming software to make objects move.</li> <li>• Watch a program execute and identify where it goes wrong and debug it.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Control</li> <li>• Information</li> <li>• Internet</li> <li>• Program</li> </ul>	<ul style="list-style-type: none"> <li>• Control</li> <li>• Information</li> <li>• Internet</li> <li>• Program</li> <li>• Algorithm</li> <li>• Data</li> <li>• Debug</li> <li>• Search</li> <li>• Selection</li> <li>• Sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Control</li> <li>• Information</li> <li>• Internet</li> <li>• Program</li> <li>• Algorithm</li> <li>• Data</li> <li>• Debug</li> <li>• Search</li> <li>• Selection</li> <li>• Sequence</li> <li>• Computer Networks</li> <li>• Execute</li> <li>• Input</li> </ul>

			<ul style="list-style-type: none"><li>• Output</li><li>• Software</li><li>• World Wide Web (www.)</li></ul>
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