



Progression in Computing



	EYFS Nursery F1	EYFS Reception F2	Y1	Y2
Online Safety within Computing Scheme of Work	<p>Shows awareness of and understands some of the rules in the classroom. (link to PSED: Managing Self)</p> <p>I know who my safe adults are and how to stay safe if they are not close by me (link to Jigsaw: Healthy Me, Safe Adults)</p> <p>I know what words to use when someone is being unkind. (link to Jigsaw: Celebrating difference standing up for yourself)</p>	<p>I know who my safe adults are and how to stay safe if they are not close by me (link to Jigsaw: Healthy Me, Safe Adults)</p> <p>I know what words to use when someone is being unkind. (link to Jigsaw: Celebrating difference standing up for yourself)</p> <p>Show resilience and perseverance in the face of a challenge. (Link to PSED)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'. (link to PSED)</p> <p>PSED Managing Self ELG</p> <ul style="list-style-type: none">• Explain the reasons for rules, know right from wrong and try to behave accordingly; <p>PSED Self-Regulation ELG:</p> <ul style="list-style-type: none">• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<ul style="list-style-type: none">• Demonstrate an understanding of the importance of online safety, using their own private usernames and passwords for Purple Mash.• Demonstrate an understanding of the reasons for keeping their password private including talking about the meaning of 'private information'.• Contribute their ideas about communicating appropriately and relate online and off-line appropriate behaviour.	<ul style="list-style-type: none">• Understand how to use the Purple Mash search bar and know the implications of inappropriate searches.• Begin to understand what a digital footprint is, that it is permanent and their online behaviour influences what it shows.• Give reasons for keeping their password safe that include protecting their personal information.

		PSED Managing Self ELG <ul style="list-style-type: none"> • 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; EA&D Creating with Materials ELG <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used 		
Computer Science	<p>Match their developing physical skills to tasks and activities in the setting (link to Physical Development)</p> <p>Talks about why things happen and how things work.(link to Understanding the World: Science)</p> <p>Begins to understand the effect their behaviour can have on the environment. (link to Understanding the World: Science)</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (link to Physical Development)</p> <p>Makes simple predictions with support. (Link to Understanding the World: Science)</p> <p>Selects equipment to help them follow their own enquiry of interest (link to Understanding the World: Science)</p> <p>PSED Self-Regulation ELG:</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>PSED Managing Self ELG</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; 	<ul style="list-style-type: none"> • Understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. • Know a computer program turns an algorithm into a code that the computer understands. • Work out what is wrong with a simple algorithm when the steps are out of order. 	<ul style="list-style-type: none"> • Explain that an algorithm is a set of instructions to complete a task. • Show an awareness of the need to be precise with algorithms when creating simple programs. • Create a simple program that achieves a specific purpose. • Identify and correct some errors in a program.

Computer Science	<p>Talks about why things happen and how things work.(link to Understanding the World)</p> <p>Begins to understand the effect their behaviour can have on the environment. (link to Understanding the World)</p>	<p>Makes simple predictions with support. (Link to Understanding the World: Science)</p> <p>PSED Self-Regulation ELG:</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 	<ul style="list-style-type: none"> • Make logical attempts to fix an incorrect code. • Make predictions about what will happen based on a simple code. 	<ul style="list-style-type: none"> • Identify parts of the program that respond to specific events and initiate specific actions.
Information Technology	<p>Talks about why things happen and how things work.(link to Understanding the World)</p> <p>Begins to understand the effect their behaviour can have on the environment. (link to Understanding the World)</p>	<p>Selects equipment to help them follow their own enquiry of interest (link to Understanding the World: Science)</p> <p>EA&D Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> • Sort, collate, edit and store simple digital content. • Name, save and retrieve their work. 	<ul style="list-style-type: none"> • Demonstrate an ability to organise data. • Edit more complex digital data such as musical compositions within 2Sequence. • Show confidence when creating, naming, saving and retrieving content. • Use a range of media in their digital content including photos, text and sound.
Digital Literacy		<p>Selects equipment to help them follow their own enquiry of interest (link to Understanding the World: Science)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (link to Expressive Art and Design)</p> <p>EA&D Creating with Materials ELG</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> • Understand what is meant by technology and identify a variety of examples both in and out of school. • Make distinctions between objects that use modern technology and those that do not. • Understand the importance of keeping personal information private and actively demonstrate this in lessons. • Take ownership of their work and save it in their own private space. 	<ul style="list-style-type: none"> • Effectively retrieve relevant, purposeful, digital content using a search engine. • Apply their learning of effective searching beyond the classroom. • Make links between technology they see around them, coding and multimedia work they do in school. • Know the implications of inappropriate online searches. • Begin to understand how things are shared electronically. • Develop an understanding of using email safely.

NB: the EYFS curriculum no longer includes “Technology.” There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.