



Computing - EYFS Progressive Statements				
EYFS	3- and 4- Year Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important.
		Physical Development		<ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting.
		Understanding the World		<ul style="list-style-type: none"> Explore how things work.
	Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge.
		Physical Development		<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -sensible amounts of 'screen time'.
		Expressive Arts and Design		<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	ELG	Personal, Social and Emotional Development	Managing Self	<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. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		Expressive Arts and Design	Creating with Materials	

Year	Information Technology	Digital Literacy	Computer Science	
EYFS	<p>To learn and understand that computers and technology can be used at home and school for a range of purposes, such as collecting and presenting information, communication, games, tablets, cameras, videos, household appliances, etc.</p> <p>To explore different forms of technology at school and home.</p> <p>To learn how to use simple pre-loaded laptop programmes and the skills needed to use them eg. click, click and drag, touch.</p>	<p>To understand that the internet is lots of computers and devices (phones, tablets, etc) around the world connected together.</p> <p>Understand the different ways that they can use the internet, including communication and learning.</p> <p>To understand that there are many people using the internet, and most of these are strangers that we need to keep ourselves safe from.</p> <p>To understand that not everything on the internet is for children and to always ask an adult before they go online or to tell an adult if they are worried about something they see or hear online (eg. a website, a pop-up, a message etc)</p>	<p>To explore how a floor robot can respond to commands and that it will only do as it is programmed to do.</p> <p>To programme a floor robot to move in multiple directions – forwards, backwards, turn left and turn right.</p> <p>To follow pre-written programmes and create new programmes to allow a floor robot to reach certain points on a floor mat.</p>	
1	<p>To learn the skills needed to use a laptop – power on and off, log on, click, click and drag and basic typing skills of simple words.</p> <p>To use computer programmes to create images, eg. painting.</p> <p>To use data processing programmes to create a simple pictogram.</p>	<p>Learning the SMART rules and why they are important when using the internet.</p> <p>What personal information is and why it should be kept private.</p> <p>To understand that the internet is lots of computers and devices (phones, tablets, etc) around the world connected together and</p>	<p>Espresso Coding Level 1 (On the Move and Simple Inputs)</p> <p>To programme multiple objects to move left, right, up and down from the start of the programme and when they are clicked on.</p> <p>To programme multiple objects to stop and disappear when they are clicked on.</p>	

		<p>that there are many people using the internet and most of these are strangers.</p>	<p>To debug algorithms to fix errors in the programme.</p> <p>To programme a floor robot to follow a simple set of commands.</p>	
2	<p>Use a laptop confidently – power on and off, log on, click, click and drag and basic typing skills of simple sentences.</p> <p>To use simple word processing programmes to present information – eg powerpoint presentations, stories</p> <p>To use computer programmes to create images, eg painting. To use own images and images from a resource bank in word processed documents.</p> <p>To use data processing programmes to create a simple bar graph.</p>	<p>Using and applying the SMART rules to keep personal information private through electronic messaging (e-mail)</p> <p>Using and applying internet safety to the safe use of search engines.</p> <p>Understand what to do and who to talk to if something on the internet is worrying or seems unsafe.</p>	<p>Espresso Coding Level 2 (Different Sorts of Inputs and Buttons and Instructions)</p> <p>To programme multiple objects to turn left, right, up, down, stop, disappear and to turn/rotate.</p> <p>To programme objects so that they respond to different commands – from the start of the programme, when they are clicked on or keyboard.</p> <p>To debug algorithms to fix errors in the programme.</p> <p>To programme a floor robot to follow a set of commands with multiple steps.</p>	

End of Key Stage Expectations	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>	<p>Use technology safely and respectfully, keeping personal information private.</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programme execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	
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Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programme 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.