Care Federation Schools – Sparhawk Infant and Nursery School Computing Skills Progression				
	EYFS		**KS1**	
Curriculum	**Communication and Language - Listening , Attention and Understanding** • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; **Expressive Art and Design - Creating with Materials** • 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; Although technology no longer has its own individual aspect, it is still expected that children are given opportunities to explore a range of technologies from within different area of learning. This might be using programmable toys in mathematics, tablets to access audio books in literacy or using cameras to record things they find in nature in understanding the world.		• 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.	
Coverage	**A nursery computer scientist can:**	**A Reception computer scientist can:**	**A Year 1 computer scientist can:**	**A Year 2 computer scientist can:**
E-Safety	• Know who can help if they are unsure of what they see online	• Know there are rules for computer and internet use	• Agree sensible e-safety rules for the classroom • Keep passwords private Tell an adult • Be kind and polite in real life and on the internet • Use technology safely	• Apply consistently classroom e-safety rules • Keep passwords and private information safe • Know what to do – report • Know the right to choose what information is • shared • Know who sees their work online

Programming	• Floor robots – Explore functions	• Understand forward and backward • Apps – recognise appropriate icons to complete an action	• explain what a given command will do • act out a given word • combine forwards and backwards commands to make a sequence • combine four direction commands to make sequences • plan a simple program • find more than one solution to a problem • choose a command for a given purpose • show that a series of commands can be joined together • identify the effect of changing a value • explain that each sprite has its own instructions • design the parts of a project • use my algorithm to create a program	• describe a series of instructions as a sequence • explain what happens when we change the order of instructions • use logical reasoning to predict the outcome of a program • explain that programming projects can have code and artwork • design an algorithm • create and debug a program that they have written • explain that a sequence of commands has a start • explain that a sequence of commands has an outcome • create a program using a given design • change a given design • create a program using their own design • decide how their project can be improved
Multimedia	• Explore and interact with their environment using a range of equipment	• Create pictures electronically	• describe what different freehand tools do • use the shape tool and the line tools • explain why they chose the tools they used • use a computer on their own to paint a picture • compare painting a picture on a computer and on paper • use a computer to write • add and remove text on a computer	• use a digital device to take a photograph • make choices when taking a photograph • describe what makes a good photograph • decide how photographs can be improved • use tools to change an image • recognise that photos can be changed • experiment with sound using a computer

			• identify that the look of text can be changed on a computer • explain why they used the tools that they chose • compare typing on a computer to writing on paper	• use a computer to create a musical pattern • review and refine our computer work