Halfway Nursery Infant School

Whole School Progression Map

Subject: Computing   **Term: Autumn Term 1**

Concepts: *Safety and Wellbeing - 'The best me I can be!'*

Subject Drivers: *PE, PSHE and Science*.

Aspect	EYFS		KS1 Statutory Curriculum Guidance *Non-Statutory Curriculum Guidance* Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	**F2 Reception**	**Y1**	**Y2**	**Y3**
Key Skills	*Continuous provision* **Personal, Social and Emotional** Increasingly follow rules, understanding why they are important. **Understanding the World** Explore how things work. **Physical Development** Match their developing physical skills to tasks and activities in the setting.	*Continuous provision* **Personal, Social and Emotional** Show resilience and perseverance in the face of a challenge. **Physical Development** 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: -sensible amounts of 'screen time'. **Expressive Arts and Design** Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Name a range of digital devices Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard Understand that you can find information from a website Use a simple password when logging on, where relevant Recognise that a range of devices contain computers, e.g. washing machine, car, laptop Understand that you can use a search engine to find information using keyword searches	Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen Know where to save and open work Understand that work saved on a computer at school can be opened on a different computer Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks	Use different digital devices Understand that you can access content on a digital device Use a mouse, touchscreen or appropriate access device to target and select options on screen Recognise a range of digital devices Recognise the basic parts of a computer, e.g. mouse, screen, keyboard Recognise key parts of a keyboard, e.g. spacebar, numbers and letters Understand that you can access the same content on different devices Add text to a document using the keyboard (where appropriate) Understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet
Communication:			Select media (e.g. images, video, sound) to present information on a topic	Understand that you can edit and change digital content	Use technology to explore and access digital content

Text & Multimedia			Combine media with support to present information, e.g. text and images	Select basic options to change the appearance of digital content Design and create digital content for a specific purpose	Operate a digital device with support to fulfil a task Create simple digital content, e.g. digital art Choose media to convey information, e.g. image for a poster Choose a digital device from a selection to complete a specific task
Communication: Data					Access content in a range of formats, e.g. image, video, audio Sort familiar objects into 1 or more categories Answer basic questions about information displayed in images, e.g. more or less Can distinguish between text, image, video and audio content Collect simple data (e.g. likes/dislikes) on a topic Can present simple data using images, e.g. number of animals
Programming and Algorithms					Explore technology Repeat an action with technology to trigger a specific outcome Recognise the success or failure of an action Follow simple instructions to control a digital device Try alternative approaches to achieve a goal Understand that we control computers Can order the steps of a known task Input a short sequence of instructions to control a device

					Recognise patterns in groups of objects
Online Safety & Digital Literacy			Understand what personal information is and the need to keep it private

Know who to tell if concerned about content or contact online

Understand that digital content belongs to the person who first created it

 Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world

Understand why we use passwords

Can remember a simple password and know not to tell anyone | Understand that you can share digital content

Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen

Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen

Know where to save and open work

Understand that work saved on a computer at school can be opened on a different computer

Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks | Are aware that some online content is inappropriate

Are aware that information can be public or private

Recognise inappropriate content and know to tell an appropriate adult

Can describe what makes a good friend |
| **Key Vocabulary** | Press, button, push, turn, move, keyboard, touch, game, programme, click. | computer, keyboard, mouse, interactive whiteboard, iPad, press, touch, type, click, programme | save, copy, open, online, internet, data, screen, password, username, programme, digital. | save, copy, open, online, internet, data, screen, password, username, programme, digital. | |

Halfway Nursery Infant School

Whole School Progression Map

Subject: Computing   **Term: Autumn Term 2**

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: RE, Geography and History

Aspect	EYFS		KS1 **Statutory Curriculum Guidance** *Non-Statutory Curriculum Guidance* Teacher Assessment Framework	
	F1 **Three and Four Year Olds**	**F2** **Reception**	**Y1**	**Y2**
Key Skills	*Continuous provision* **Personal, Social and Emotional** Increasingly follow rules, understanding why they are important. **Understanding the World** Explore how things work. **Physical Development** Match their developing physical skills to tasks and activities in the setting.	*Continuous provision* **Personal, Social and Emotional** Show resilience and perseverance in the face of a challenge. **Physical Development** 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: -sensible amounts of 'screen time'. **Expressive Arts and Design** Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Name a range of digital devices Explain what the basic parts of a computer are used for, e.g. mouse, screen, keyboard Understand that you can find information from a website Use a simple password when logging on, where relevant Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen Recognise that a range of devices contain computers, e.g. washing machine, car, laptop Know where to save and open work Understand that work saved on a computer at school can be opened on a different computer	Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen Know where to save and open work Understand that work saved on a computer at school can be opened on a different computer Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks

			Understand that you can use a search engine to find information using keyword searches Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks	
Communication: Text & Multimedia				Understand that you can edit and change digital content Select basic options to change the appearance of digital content Design and create digital content for a specific purpose
Communication: Data				
Programming and Algorithms				
Online Safety & Digital Literacy			Understand what personal information is and the need to keep it private Know who to tell if concerned about content or contact online Understand that digital content belongs to the person who first created it Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world Understand why we use passwords Can remember a simple password and know not to tell anyone	Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen Know where to save and open work Understand that work saved on a computer at school can be opened on a different computer Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks
Key Vocabulary	Press, button, push, turn, move, keyboard, touch, game, programme, click.	Computer, keyboard, mouse, interactive whiteboard, iPad, press, touch, type, click, programme	Save, copy, open, online, internet, data, screen, password, username, programme, digital.	Save, copy, open, online, internet, data, screen, password, username, programme, digital.

Subject: Computing   **Term: Spring Term 1**

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT.*

Aspect	EYFS		KS1 Statutory Curriculum Guidance *Non-Statutory Curriculum Guidance* Teacher Assessment Framework	
	F1 Three and Four Year Olds	**F2 Reception**	**Y1**	**Y2**
Key Skills	*Continuous provision*	*Continuous provision*		
Communication: Text & Multimedia	**Personal, Social and Emotional** Increasingly follow rules, understanding why they are important.	**Personal, Social and Emotional** Show resilience and perseverance in the face of a challenge.		
Communication: Data	**Understanding the World** Explore how things work. **Physical Development** Match their developing physical skills to tasks and activities in the setting.	**Physical Development** 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: -sensible amounts of 'screen time'. **Expressive Arts and Design** Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Identify an object by asking yes/no questions Recognise charts, tables or branching databases and understand why we use them Explain information shown in a simple chart, pictogram, infographic or database	Use specific software to create simple charts Collect data on a topic (eye colour, pets etc.) Present data in a pictogram independently
Programming and Algorithms			Understand that we control computers by giving them instructions Create a simple program e.g. to control a floor robot Understand what an algorithm is Create a simple algorithm	Identify and list the steps of a known task in order Create a simple program e.g. to control a floor robot Understand that computers have no intelligence and we have to program them to do things Predict the outcome of a simple algorithm or program

			Identify and explain patterns in groups of objects Debug an error in a simple algorithm or program e.g. for a floor robot Understand that the order of instructions in an algorithm is important	Understand that instructions in an algorithm need to be clear and unambiguous Evaluate the success of an algorithm or program Identify and correct errors in a given algorithm or program Use the language if… then to describe the relationship between two actions
Online Safety & Digital Literacy			Understand what personal information is and the need to keep it private Know who to tell if concerned about content or contact online Understand that digital content belongs to the person who first created it Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world Understand why we use passwords Can remember a simple password and know not to tell anyone	Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen Know where to save and open work Understand that work saved on a computer at school can be opened on a different computer Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks
Key Vocabulary	Press, button, push, turn, move, keyboard, touch, game, programme, click.	computer, keyboard, mouse, interactive whiteboard, iPad, press, touch, type, click, programme		

Subject: Computing   **Term: Spring Term 2**

Concepts: Time & Change – 'Back to the Future'

Subject Drivers: History, Science

Aspect	EYFS		KS1 Statutory Curriculum Guidance *Non-Statutory Curriculum Guidance* Teacher Assessment Framework	
	F1 **Three and Four Year Olds**	**F2** **Reception**	**Y1**	**Y2**
Key Skills	*Continuous provision* **Personal, Social and Emotional** Increasingly follow rules, understanding why they are important. **Understanding the World** Explore how things work. **Physical Development** Match their developing physical skills to tasks and activities in the setting.	*Continuous provision* **Personal, Social and Emotional** Show resilience and perseverance in the face of a challenge. **Physical Development** 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: -sensible amounts of 'screen time'. **Expressive Arts and Design** Explore, use and refine a variety of artistic effects to express their ideas and feelings.		
Communication: Text & Multimedia				
Communication: Data				
Programming and Algorithms				
Online Safety & Digital Literacy			Understand what personal information is and the need to keep it private Know who to tell if concerned about content or contact online Understand that digital content belongs to the person who first created it	Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen

			Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world	Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen
			Understand why we use passwords	Know where to save and open work
			Can remember a simple password and know not to tell anyone	Understand that work saved on a computer at school can be opened on a different computer
				Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks
Key Vocabulary	Press, button, push, turn, move, keyboard, touch, game, programme, click.	computer, keyboard, mouse, interactive whiteboard, iPad, press, touch, type, click, programme	save, copy, open, online, internet, data, screen, password, username, programme, digital.	

Subject: Computing   **Term: Summer Term 1**

Concepts: *Conservation 'Our Wonderful World'*

Subject Drivers: *Geography, Science and PSHE.*

Aspect	EYFS		KS1 Statutory Curriculum Guidance *Non-Statutory Curriculum Guidance* Teacher Assessment Framework	
	F1 **Three and Four Year Olds**	**F2** **Reception**	**End points** **Y1**	**End points** **Y2**
Key Skills	*Continuous provision*	*Continuous provision*		
Communication: Text & Multimedia	**Personal, Social and Emotional** Increasingly follow rules, understanding why they are important. **Understanding the World** Explore how things work. **Physical Development** Match their developing physical skills to tasks and activities in the setting.	**Personal, Social and Emotional** Show resilience and perseverance in the face of a challenge. **Physical Development** 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: -sensible amounts of 'screen time'. **Expressive Arts and Design** Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Select media (e.g. images, video, sound) to present information on a topic Understand that you can edit and change digital content Select basic options to change the appearance of digital content Design and create digital content for a specific purpose Combine media with support to present information, e.g. text and images Apply edits to digital content to achieve a particular effect Plan out digital content Present ideas and information by combining media independently Talk about what makes digital content good or bad Edit digital content to improve it	

Communication: Data			Create a branching database using pre-prepared images and questions Find out similar information in different formats, e.g. text, video, audio Explain how different formats communicate information and their benefits	Identify an object using a branching database Recognise an error in a branching database or chart Understand that the questions you ask when collecting data are important Independently plan out and create a branching database Evaluate a given branching database
Programming & Algorithms				
Online Safety & Digital Literacy			Understand what personal information is and the need to keep it private Know who to tell if concerned about content or contact online Understand that digital content belongs to the person who first created it Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world Understand why we use passwords Can remember a simple password and know not to tell anyone	Understand that you can share digital content Recognise and use a range of input devices, e.g. mouse, keyboard, microphone, touchscreen Recognise and use a range of output devices, e.g. printer, speakers, monitor/screen Know where to save and open work Understand that work saved on a computer at school can be opened on a different computer Understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks
Key Vocabulary	Press, button, push, turn, move, keyboard, touch, game, programme, click.	computer, keyboard, mouse, interactive whiteboard, iPad, press, touch, type, click, programme	save, copy, open, online, internet, data, screen, password, username, programme, digital.	save, copy, open, online, internet, data, screen, password, username, programme, digital.

Subject: Computing   **Term: Summer Term 2**

Concepts: Enterprise, Inspiration and Aspiration – 'When I grow up…'

Subject Drivers: Art, DT, ICT.

Aspect	EYFS		KS1 Statutory Curriculum Guidance *Non-Statutory Curriculum Guidance* Teacher Assessment Framework	
	F1 **Three and Four Year Olds**	**F2** **ELG**	**End points** **Y1**	**End points** **Y2**
Key Skills	*Continuous provision*	**Personal, Social and Emotional** *Managing Self* 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. **Expressive Arts and Design** *Creating with Materials* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
Communication: Text & Multimedia	**Personal, Social and Emotional** Increasingly follow rules, understanding why they are important.			
Communication: Data				
Programming & Algorithms	**Understanding the World** Explore how things work.			
Online Safety & Digital Literacy	**Physical Development** Match their developing physical skills to tasks and activities in the setting.		Understand what personal information is and the need to keep it private Know who to tell if concerned about content or contact online Understand that digital content belongs to the person who first created it Understand what makes a good online friend and the need to be kind and thoughtful online as in the real world Understand why we use passwords Can remember a simple password and know not to tell anyone	Understand that you can share digital content online Can identify rules to add to an acceptable use policy for the class Understand that spending a long time in front of a computer screen can be unhealthy Know that not all information found online is true Save and reuse digital content found online Understand that the digital content that we make belongs to us and others need to ask permission to use it
Key Vocabulary	Press, button, push, turn, move, keyboard, touch, game, programme, click.	Computer, keyboard, mouse, interactive whiteboard, iPad, press, touch, type, click, programme	Screen, password, username, programme, digital.	Save, copy, open, online internet, data,