

Computing Progression of Skills

Larkfields Infant School



Intent - At Larkfields Infants, we recognise that technology is an integral part of everyday life and we want to prepare our children to live and **belong** in a digital world. We aim to create **confident** computer users that are inspired by technology. We will teach them the skills and knowledge that will be needed in order to progress into and access the Key Stage 2 curriculum. We want our children to master these skills so that they can **achieve** to the best of their ability and potentially pursue future careers in ICT. Our children will understand the benefits and purpose of technology and how it can be used to enhance their learning. They will be taught to use technology to communicate responsibly, respectfully and safely and will be mindful of how their behaviour, words and actions can affect others whilst online. Computing will be taught in a way that ensures progression of skills and follows a sequence to build on previous learning.

| | Reception | Year 1 | Year 2 |
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| Information Technology (Applications) | <ul style="list-style-type: none"> -Explore the environment with a range of digital devices. -Use these to create, play and record simple content. | <ul style="list-style-type: none"> - Use a painting app to produce digital art. -Use a basic word processor to produce digital documents. -Think carefully about choices used e.g. font, size, colour and thickness of brushes. -Understand how to group data that they have been given. | <ul style="list-style-type: none"> -Make own pieces of music and take own digital photographs. -Think more carefully about choices when creating digital work e.g. pitch and tempo of the music and how lighting affects photographs. -Collect own data and present this using simple pictograms. |

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| Computer Science (Foundations) | <ul style="list-style-type: none"> -Begin to explore electronic toys and floor robots. -Understand that humans control computers and they need instructions to work. -Develop the prerequisite computational thinking and listening skills needed for programming by giving and following simple instructions, problem solving and making patterns. -Start to identify technology around them and a basic understanding of how they work. | <ul style="list-style-type: none"> -Further explore floor robots and that each of the buttons give it a specific command. -Understand that the floor robot needs a set of instructions (algorithm) to run a program -Combine direction commands to make a simple algorithm. -Understand the concept of debugging and how to find the error in coding to fix it. -Use Scratch Jr to apply basic programming skills to make a simple animation. - Identify technology both in home and at school. | <ul style="list-style-type: none"> - Understand that algorithms need to be precise and unambiguous. -Know that their desired outcome may not be achieved if their series of instructions (sequence) is not in the right order. -Use logical reasoning to predict the outcome of a program. -Create and debug programs that they have followed and ones they have written themselves. -Use Scratch Jr skills to program their own quiz. -Understand what Information Technology (IT) is. -Know that Information Technology (IT) can be found beyond school and home in the wider world - Understand how Information Technology (IT) helps people in their daily lives. |
| Digital Literacy (Implications) | <ul style="list-style-type: none"> -Begin to learn basic computer skills such as turning on/off, logging on/off, using a mouse/trackpad and simple typing. -Know basic rules to keep them safe whilst online and using | <ul style="list-style-type: none"> -Practise basic computer skills including turning on/off, logging on/off, using a mouse/trackpad and simple typing. -Understand how to keep themselves safe online by knowing how to get help if they | <ul style="list-style-type: none"> -Demonstrate good basic computer skills including turning on/off, logging on/off, using a mouse/trackpad and simple typing. -Show a good understanding of the dangers of the internet and how to keep themselves safe. |

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| | <p>technology.</p> <ul style="list-style-type: none"> -Be aware that some online content is inappropriate and that information can be public or private. -Know how to get help when they see something online that upsets them. -Begin to focus on the different strands of online safety: online bullying, online relationships, copyright and ownership, self-image and identity, privacy and security, managing online information, online reputation and health, well-being and lifestyle (see separate Project Evolve PoS document). | <p>see something that concerns them.</p> <ul style="list-style-type: none"> -Learn that not everything they see on the internet is real. -Start to recognise examples of personal information e.g. name, address, images. -The strands of online safety will be further built upon including: online bullying, online relationships, copyright and ownership, self-image and identity, privacy and security, managing online information, online reputation and health, well-being and lifestyle (see separate Project Evolve PoS document). | <ul style="list-style-type: none"> -Learn that whatever is put online stays on there and leaves a digital footprint. -Think about how their own behaviour, actions and words will affect and upset others whilst online. -Show a sound understanding of the strands of online safety including: online bullying, online relationships, copyright and ownership, self-image and identity, privacy and security, managing online information, online reputation and health, well-being and lifestyle (see separate Project Evolve PoS document). |
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