

## Level expected at the end of EYFS(ELG)

There are no statutory expectations for the end of EYFS

## KS1 National Expectations

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

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Computer Science</b>	<p>knows how to operate simple equipment Shows skills in making toys work by pressing parts</p> <p><u>Key learning</u> Children can make a bigot move.</p>	<p>knows how to operate simple equipment Shows skills in making toys work by pressing parts</p> <p><u>Key learning</u> Can use a range of control toys and devices. Can explore outcomes when buttons are pressed on robot such as beebots</p> <p>Can give a set of instructions for a beebot to move along a specific route</p>	<p><b>NC objective</b> Can create and debug simple programmes <u>Key learning</u> Children begin to identify some errors when programming.</p> <p><b>NC objective</b> <i>Use logical reasoning to predict the behaviour of simple programmes</i> <u>Key learning</u> Control a device on and off screen making predictions</p>	<p><b>NC objective</b> Can create and debug simple programmes <u>Key learning</u> Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp.</p> <p><b>NC objective</b> Use logical reasoning to predict the behaviour of simple programmes <u>Key learning</u></p>

			about the effect their programming will have. (2 go, Espresso coding)	Children are able to type a short sequence of instructions and plan ahead when programming devices on and off screen.
<b>Key vocabulary</b>	<p>Instruction Order Move Direction Directional language such as forward and backwards, turn Robot Beebot Start Finish</p>	<p>Instruction Order Move Direction (Directional language) Forward, backwards, right turn, left turn, under, over, around Robot Programmable toy</p>	<p>Forward, backwards, right turn, left turn can be written as the codes Data: Debug. Algorithm Input, code: sequence, control</p>	<p>Forward, backwards, right turn, left turn can be written as the codes Data: Debug. Algorithm Input, code: sequence, control Command</p>
<b>Information technology</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
	<p>Children recognise that technology can be used in homes and schools <u>Key learning</u> Can use technology appropriately through role play e.g. phone washing machine</p> <p>Interacts with age appropriate computer software <u>Key learning</u> Can use the IWB/tablet using touch technology for sorting or drawing etc.</p> <p>Knows how to operate simple equipment <u>Key learning</u></p>	<p>Children recognise that technology can be used in homes and schools <u>Key learning</u> Use a CD player in outdoor area, use microphones and torches Etc.</p> <p>Interacts with age appropriate computer software <u>Key learning</u> Can name and use a keyboard and mouse with developing control.</p> <p>Knows how to operate simple equipment</p>	<p><b>NC objective</b> Recognise common uses of technology beyond school <u>Key learning</u> Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc.)</p> <p><b>NC objective</b> Use technology purposefully to create <u>Key learning</u> Can use keyboard skills to type simple</p>	<p><b>NC objective</b> Recognise common uses of technology beyond school <u>Key Learning</u> Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made</p> <p><b>NC objective</b> Use technology purposefully to create <u>Key learning</u> Can use keyboard skills to type simple</p>

	<p>Begins to use a key board and mouse</p>	<p><u>Key learning</u>  Can use keyboard skills to type a simple username</p> <p>Interacts with age appropriate computer software  Key learning  Can use a simple paint programme. (2 pain to colour the Gingerbread man</p>	<p>user name and password into a given programme –and begin to write a simple sentence using the space bar and capital letters.</p> <p>Add text and pictures to a multimedia resource.</p> <p>Save work  Use a range of simple tools in a paint package to create and modify a picture.</p> <p>Use a simple pictogram to develop simple graphical awareness. Enter information into a simple pictogram and begin to answer questions. (2 Quiz, 2 Count)</p>	<p>user name and password into a given programme –write simple sentences using the space bar and capital letters, return key.</p> <p>Add text graphics and sound in a multimedia resource.</p> <p>Save, retrieve and edit work.</p> <p>Use a range of tools in a paint package to create and modify a picture. Create an animation to tell a story.</p> <p>Use a graphing package to collect, organise and classify data. Enter information into a simple branching data base and use it to answer questions. (2 investigate, 2 Sequence)</p>
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<p><b>Key vocabulary</b></p>	<p>Computer, tablet/ iPad, Computer program, Click Scroll, Mouse, Keyboard, Screen, Swipe. Other familiar sources of technology eg telephone, microwave, TV</p>	<p>Keys, Keyboard, iPad, Laptop, Tablet, Camera, App, Screen Printer, Tool Fill, Effect, Change</p>	<p>Arrow, Cursor, Monitor, Speaker, Animate, Slide, USB Connect Upload save, open, tools, pictogram, multimedia, graphics</p>	<p>Save, Print, Control, Delete, Retrieve, Tool Device Copy Cut Paste</p>
<p><b>Digital literacy</b></p>	<p style="text-align: center;"><b>Nursery</b></p> <p><u>Key learning</u> Can speak to an adult about what they have seen</p>	<p style="text-align: center;"><b>Reception</b></p> <p><u>Key learning</u> Can talk to an adult about what they are doing on the computer Can I say if something they find on the internet makes them feel bad?</p> <p>Can I follow the school's safer internet rules? (Think then Click-Hector the protector)</p>	<p style="text-align: center;"><b>Year 1</b></p> <p><b>NC Objective</b> Use technology safely and respectfully, keeping personal information private <u>Key learning</u> Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents).</p> <p><b>NC Objective</b> Use technology safely and respectfully <u>Key learning</u> Use websites and demonstrate an awareness of how to manage their journey around them (e.g. using the back/forward button, hyperlinks)</p> <p>Can I follow the school's safer internet</p>	<p style="text-align: center;"><b>Year 2</b></p> <p><b>NC Objective</b> Use technology safely and respectfully, keeping personal information private <u>Key learning</u> Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)</p> <p><b>NC Objective</b> Use technology safely and respectfully <u>Key Learning</u> Children use a search engine to find specific relevant information to use in a presentation for a topic. They save and retrieve their work.</p>

			rules(Think then click-Hector the protector)	Can I follow the school's safer internet rules((Think then click-Hector the protector)
<b>Key vocabulary</b>	Internet Website Internet safety App World wide web Connect Search Search engine		Search engine Digital footprint Setting Password Username Spam Virus Download Upload Cyberbullying	