



Kew Woods Early Years Foundation Stage



Progression Chart - COMPUTING

Personal, Social & Emotional Development	Communication & Language	Physical Development
<p>Reading 40-60 months</p> <ul style="list-style-type: none"> Knows that information can be retrieved from books and computers. 	<p>Writing 22-36 months</p> <ul style="list-style-type: none"> Distinguishes between the different marks they make <p>30-50 months</p> <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint <p>40-60 months</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. 	
<p>Number</p>	<p>Shape, Space and Measure</p>	
<p>Understanding the World 22-36 months</p> <ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <p>30-50 months</p> <ul style="list-style-type: none"> Shows interest in different occupations and ways of life. Talks about why things happen and how things work. Knows how to operate simple equipment e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers <p>40-60 months</p> <ul style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 		<p>Expressive Arts and Design</p>

Technology / Computing

30-50 months	<p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers</p>
40-60 months	<p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>
ELG	<p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>
Exceeding	<p>Children find out about and use a range of everyday technology.</p> <p>They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p>
Year One (KS1)	<p><u>Computing</u></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs 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> <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; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.</p>

EARLY YEARS EXPECTATIONS

Early Learning Goals

- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for particular purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

EXCEEDING EARLY YEARS EXPECTATIONS

Exceeding

- They can describe the main events in the simple stories they have read.
- Children find out about and use a range of everyday technology.
- They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

FUTURE LEARNING

Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology.

Key stage 1 Pupils should be taught to:

- 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.

Key stage 2 Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.