EYFS Progression of skills – Computing

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| EYFS  Objectives | Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Model how to use whiteboards safely Physical Development • Match their developing physical skills to tasks and activities in the setting. Understanding the World • Explore how things work. |
| Little Acorns | Information Technology: • I know how to use touch to make choices with help on the interactive board.  • I know how to explore simple computer programmes with support.  Vocab: touch, move, finger, microphone, board. |
|  | Computer Science: • I know to follow and give simple instructions with help) algorithms)  • I know how to make programmable toy move but not always as planned (programming)  Vocab: move, cat, forward, press, button. |
|  | Digital Literacy: • I know how to use basic shapes using digital tools with support to make pictures  • I know how to record basic sounds (audio) with support using microphones.  • I can interact with the interactive board to make something happen on screen.  E: I can share computers and devices with others but not always fairly.  Vocab: circle, square, triangle, rectangle, noise, button, share, press. |
| EYFS  Objectives | Personal, Social and Emotional Development: Remember rules without needing an adult to remind them. Model how to use whiteboards safely, taking turns.  Physical Development • Match their developing physical skills to tasks and activities in the setting. Understanding the World • Explore how things work. |
| F1 | Information Technology: • I know how to use a keyboard sometimes with support  • I know how to create some digital content with support  •• I know how to use touch to select icons and items  • I know how to move onscreen objects  • I can talk about technology used at home and in school  • I can operate digital equipment headphones, microphones. |
|  | Computer Science:  • I can make programmable toy move but not always as planned (programming)  • I can use programmes and tools to make something happen on screen but not always according to those planned.  • I can identify simple repeating patterns.  • I can answer questions using data with support.  • I can give and follow simple instructions in order (algorithms)  • I can create a short sequence of instructions (algorithms)  • I can make a programmable toy move (programming) |
|  | Digital Literacy:  • I understand that we can get information from pictures and videos as well as words  • I can create shapes and text by making marks on the interactive board  • I can talk about different kinds of information such as pictures, words, videos and sound.  • I can create simple composition and record/playback audio  • E: I know to ask an adult before going online.  • E: I know to tell an adult if they find anything worrying online.  • E: I can be kind to friends  • E: I can be careful using computers and devices |
|  | Vocab: music, sound, audio, record, play, compose, volume  press, sing , follow, program, camera, photograph, sequence.  drag, order, first, next, last  move, drag, draw. |