



# Filey C E Nursery & Infants Academy

*'Inspiring Confident Learners, Reflecting Christian Values'*

We endeavour to uphold Christian teaching to:

*"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)*

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

## Computing Progression Document

Digital Literacy			
Safe use of technology and e-safety.			
Nursery	Reception	Year 1	Year 2
Substantive Knowledge			
<ul style="list-style-type: none"> <li>To know to ask a grown-ups permission to use apps/computers/devices.</li> <li>To know how to look after technology within the classroom</li> <li>To identify some of the technology around them in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>To know to ask a grown-up's permission to use apps/computers/devices.</li> <li>To know about some of the uses of technology in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why we keep personal information private.</li> <li>To understand what is inappropriate online content and how to report it to a trusted adult.</li> <li>To know the importance of balancing screen time and sleep time.</li> <li>To know the difference between friends and strangers online.</li> <li>To know how to use technology safely.</li> <li>To know that technology is anything which is designed to help us, i.e. it is not just computers and electronic</li> </ul>	<ul style="list-style-type: none"> <li>To understand what usernames and passwords are and why they are important.</li> <li>To understand we can respond to inappropriate online content in different ways.</li> <li>To know how to use technology safely and respectfully (being kind online)</li> <li>To know the impact of screen time and when to reduce it.</li> <li>To know where to seek help when concerned about content or contacts online.</li> <li>To know that information online is not</li> </ul>

		devices.	<ul style="list-style-type: none"> <li>always reliable.</li> <li>To know how to safely use search engines.</li> </ul>
<b>Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li>To use a keyboard, mouse and touch screen.</li> </ul>	<ul style="list-style-type: none"> <li>To look after technology in school.</li> <li>To use a keyboard/mouse/touchpad/button/touchscreen to achieve what they would like to.</li> </ul>	<ul style="list-style-type: none"> <li>To keep personal information private.</li> <li>To recognise inappropriate online content.</li> <li>To recognise what is and is not technology.</li> </ul>	<ul style="list-style-type: none"> <li>To use usernames and passwords safely.</li> <li>To respond appropriately to inappropriate online content.</li> </ul>
<b>Vocabulary</b>			
Emerging vocabulary: computer, tablet, mouse, keyboard, app, technology	Emerging vocabulary: safe, technology, tablet, mouse, keyboard, app, Chromebook	log on, password, computer, age appropriate, personal, information, private, screen time, friend, strange,	respectful, concern, content, inappropriate, reliable, search engine,

<b>Information Technology</b>			
Using technology within everyday lives.			
<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Substantive Knowledge</b>			
	<ul style="list-style-type: none"> <li>To know how technology can help us in school, e.g. Googling animals</li> </ul>	<ul style="list-style-type: none"> <li>To understand how information technology beyond school can help us.</li> <li>To understand how and why digital content can be changed.</li> <li>To know how to store and reopen digital content on Google Classroom</li> </ul>	<ul style="list-style-type: none"> <li>To understand how information technology is used within school to help us.</li> <li>To understand how we can use technology to create, organise, store and retrieve digital content.</li> <li>To know that technology can be used to edit, amend and adapt digital content.</li> </ul>

Disciplinary Knowledge			
		<ul style="list-style-type: none"> <li>To recognise common uses of information technology beyond school (in the real world).</li> <li>To use technology purposefully to change pre-made digital content.</li> <li>To log onto school chromebooks.</li> <li>To access Google Classroom.</li> <li>To use index fingers to navigate using the trackpad and keyboard.</li> <li>To use the space bar within their typed text.</li> <li>To use delete and backspace buttons to correct text.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise common uses of information technology within school.</li> <li>To use technology purposefully</li> <li>To use a keyboard to enter text using index fingers on both hands.</li> <li>To use the return/enter key to create a new section of writing.</li> <li>To use the shift and caps lock key to enter capital letters.</li> <li>To create, save, reopen and edit documents.</li> <li>To use technology to create, communicate and collaborate in learning.</li> <li>To use ICT to source, generate and amend images (e.g. cropping)</li> </ul>
Vocabulary			
		keyboard, space bar, computer, tablet, mouse, keyboard, website, technology, phone, clicker, scroll, type, enter, digital, save, reopen	keyboard, return/enter key, delete key, backspace key, save, open,

Control Systems			
How technology works			
Nursery	Reception	Year 1	Year 2
Substantive Knowledge			

<ul style="list-style-type: none"> <li>To use push buttons toys to understand cause and effect. (Pre-coding)</li> </ul>	<ul style="list-style-type: none"> <li>(Pre-coding Objectives)</li> <li>To know how to follow directions and instructions within mazes and positional movement.</li> <li>To give instructions and directions within movement and positional movement.</li> </ul>	<ul style="list-style-type: none"> <li>To understand what algorithms are and how they are implemented as programs on a digital device.</li> <li>To understand that programs need precise instructions.</li> <li>To know how to create simple programs using programmable devices (e.g. BeeBots)</li> </ul>	<ul style="list-style-type: none"> <li>To understand how we can use logical reasoning to predict the behaviour of a simple program.</li> <li>To understand what debugging is and how it affects how a program runs.</li> <li>To understand how to create and debug simple programs using precise and unambiguous instructions.</li> </ul>
<b>Disciplinary Knowledge</b>			
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To write a simple program (including plugged and unplugged)</li> <li>To write a simple programme with precise instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To use logical reasoning to predict the behaviour and outcome of a simple program.</li> <li>To identify and debug a simple program using BeeBots and online simple programming software.</li> </ul>
<b>Vocabulary</b>			
	instruction	algorithm, programme, open, move	logical, predict, debug, precise instructions