

## Progression Map -

### Computing intent at TIS

At TIS our computing curriculum aims to provide children with the skills to live in an ever increasing digital world. Through the use of a range of hardware and software children are given the opportunity to apply their curiosity of the digital world and use their skills to create programs, systems and content. Computing skills are woven through all subject areas and in an integral part of all learning. Children are taught what it means and how to participate effectively and safely in the digital world, with the skills to equip them in their next stage of education. This is achieved through direct teaching of skills and the opportunity to apply these across the curriculum allowing children to build on their knowledge and skills as they progress through the school.

#### (COMPUTING PROGRESSION MAP)

	EYFS	Year One	Year Two
<b>Programming</b> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	n/a	<p>To give instructions without a computer (algorithm). (e.g toys, maps, people, sequence cards).</p> <p>To programme and debug a simple algorithm. (e.g beebots and beebot app).</p>	<p>To write an algorithm using programming software (e.g. purple mash – logo, purple mash 2DIY).</p> <p>To debug an algorithm.</p>
<b>Information technology</b> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> </ul>	<p>To use technology to answer questions they have about the world around them.</p> <p>To use online reading platforms to increase their love of reading and have access to a variety of texts.</p> <p>To develop small motor skills through using a range of hardware and software.</p> <p>To experiment with drawing freely using a range of painting and art software.</p>	<p>To recognise technology around us (beyond school) and say how they helps us.</p> <p>To use the internet for research.</p> <p>To use a range of apps with support.</p>	<p>To use the internet for independent research.</p> <p>To use a range of apps independently.</p> <p>To use technology to communicate (e.g. email, facetime, skype, blog post)</p> <p>To use a range of software to create graphs, databases, stories and animation.</p>

## Progression Map -

	To practice and consolidate key skills in maths through using a range of software. To learn the vocabulary for everyday technology that effects their daily lives.		
<p style="text-align: center;"><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Physical development ELG Know and talk about the different factors that support their overall health and wellbeing – sensible amounts of screen time.</p> <p>To know how to keep themselves safe online.</p> <ul style="list-style-type: none"> <li>• Self image and identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, wellbeing and lifestyle</li> <li>• Privacy and security</li> <li>• Copyright and ownership</li> </ul>	<p>To know our school's online safety rules</p> <ul style="list-style-type: none"> <li>• Self image and identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, wellbeing and lifestyle</li> <li>• Privacy and security</li> <li>• Copyright and ownership</li> </ul>	<p>To understand what personal information is and know where to go to for help and support.</p> <ul style="list-style-type: none"> <li>• Self image and identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, wellbeing and lifestyle</li> <li>• Privacy and security</li> <li>• Copyright and ownership</li> </ul>