Thurnham Whole School Computing Progression 2022-23

Progression in Computing through our Empowering Curriculum

"At Thurnham our Empowering Curriculum will give pupils the key skills that they need to flourish; Brain Power, Resilience and Independence"

The Computing Curriculum covers three strands: Computer Science, Information Technology and Digital Literacy. This document covers the objectives within each strand.

<table>
<tr><th>Year R</th><th>Year 1</th><th>Year 2</th></tr>
<tr><td colspan="3">Computer Science</td></tr>
<tr><td>Technology does not feature in the new EYFS educational programmes.</td><td colspan="2">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</td></tr>
<tr><td>➢ I can use remote control cars and small programmable toys.
➢ I can tinker with beebots.</td><td>➢ I can use BeeBots in a specific way, moving around obstacles or to specific places.
➢ Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson:
✓ ALL: I can design and program an app in which an object moves around the screen at the start
✓ MOST: I can design and program an app in which objects move in different directions and disappear when they are clicked on
✓ SOME: I can design and program an app and explain how I programmed the objects to do different actions</td><td>➢ I can use BeeBots in a specific way, moving around obstacles or to specific places.
➢ Espresso Coding Activities: Each lesson will build upon the last, building up to the final lesson:
✓ ALL: I can make an app in which a princess can escape from a wizard when she is clicked on
✓ MOST: I can make an app in which a wizard chases a prince, and the prince disappears when he is clicked on
✓ SOME: I can design a scene for my app and use the 'share' button to save and share it with other people</td></tr>
<tr><td colspan="3">Information Technology</td></tr>
<tr><td>Technology does not feature in the new EYFS educational programmes.</td><td colspan="2">Pupils should be taught to:
• use technology purposefully to create, organise, store, manipulate and retrieve digital content</td></tr>
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	• recognise common uses of information technology beyond school	
➢ I can use a variety of programs including online activities to develop decision making tasks and basic picture creating. ➢ I can select and use technology for a purpose. ➢ I can recognise a range of technology used in places such as homes and schools.	➢ I can use digital cameras and video to create content and store on device. ➢ I can create pictures and text files and store on a device. Reopen files to continue creating at a later stage. ➢ I can create audio files as interactive books. ➢ I can think about my own use of ICT beyond school, as well as ICT within my home. ➢ I can identify a problem, plan, create, collect, present and analyse data using pictograms and bar charts. ➢ I can upload my learning to an online learning platform (Seesaw) with adult support. ➢ I can use book creator/Popplet lite. ➢ Cross-curricular use of iPads to research and present learning.	➢ I can use digital cameras and videos to create content and retrieve it to show others. ➢ I can create pictures and text including interactive content and store, retrieve and print work independently. ➢ I can create content for public audience and edit by manipulation and retrieve and save safely. ➢ I can look at how the school system works, when we log on what happens. ➢ I can think about uses of ICT in my home. ➢ I can say how parents use ICT in their jobs, from visits from parents. ➢ I can identify a problem, plan, create, collect, present and analyse data using branching data bases. ➢ I can independently upload my learning to an online learning platform (Seesaw). ➢ Cross-curricular use of iPads to research and present learning.
Digital Literacy		
Technology does not feature in the new EYFS educational programmes.	Pupils should be taught to: • 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.	
THIS UNIT NEEDS TO BE INCLUDED IN ALL SUBJECTS WHEN THE INTERNET IS BEING USED AS A SAFE USAGE REMINDER NEEDS TO BE INCLUDED IN SUBJECT PLANS FOR THIS. In Term 1 all children are issued with Espresso QR codes and Seesaw codes so they are taught about logging onto a device and logging off once finished and the importance of security of personal data.		

➢ I can talk about ways to keep safe online.	➢ I can log on to Seesaw using my own login. ➢ I can communicate online with people I know. ➢ E-safety taught in the first term through 'Hector's World' ➢ Whole school Safer Internet Day. ➢ E-safety taught through PSHE sessions.	➢ I can log on to Seesaw using my own login and talk about why it is important to have a safe secure login. ➢ I can communicate online with people I do not know well. ➢ E-safety taught in the first term through 'Hector's World' ➢ Whole school Safer Internet Day. ➢ E-safety taught through PSHRE sessions.