



Our Lady School Curriculum

Early Years Progression grid for computing

Year R					
Topic	E Safety	Topic Content	Sticky knowledge	New vocabulary	Skills
<p>Programmes accessed via Purple Mash</p> <p>2Simple</p> <p>2Beat</p> <p>2Sequence</p> <p>2Explore</p> <p>2Count</p> <p>2Graph</p> <p>2Question</p> <p>2Design and Make</p>	<p>Know who to tell if something they see makes them worried or uncomfortable.</p> <p>Use safe sites to explore numbers, graphs and shapes.</p> <p>Ask permission before using the internet.</p> <p>To use age appropriate games and virtual worlds.</p> <p>Ask permission when capturing an image or recording a sound of others.</p> <p>Keep their personal information (name, photo, school and address) private.</p> <p>Write, record and share polite messages</p>	<p>To be able to use simple instructional language to play robots and to control simple onscreen and physical devices.</p> <p>Explore and investigate digital toys.</p> <p>Develop skills to control the computer using different devices and input methods including use of mouse, touch pad, buttons, switches and touch screen with increasing accuracy and independence.</p> <p>To know that technology can be used to make things happen (output); move, make sound or music, change light etc. To explore and find out that different things happen based on the choice made (selection).</p> <p>Investigate real, play and pretend digital devices and explain, in simple terms how they think they work.</p> <p>Understand that applications have specific functions and often need to be used in a certain order (algorithm).</p>	<p>The children can recognise a range of technology is used in places such as homes and schools.</p> <p>The children can share their experiences of technology at home and school.</p> <p>The children can engage in conversations about digital applications and respond appropriately.</p> <p>The children can select an appropriate device for a chosen activity.</p> <p>The children can use various keyboards (onscreen and physical), increasingly able to locate and type letters and numbers.</p> <p>The children can, with increasing independence, type their first name, adding to digital work and beginning to use in logging on to the school network. The children can print work with support, talk about why we choose to print. Save work with support, talk about why we choose to save.</p>	<p>Digital, non-digital, paint, draw, type, write, text, image, picture, technology, computer, screen, monitor, print, sound recording, keyboard Control, volume, mouse, key pad, touch pad, edit font, colour, size, forward button, back button, input, output,</p>	<p>The children can use a broad range of simple devices and applications appropriately with increasing independence (PCs, laptops, tablets, sound or recording devices, cameras, toys, phones etc.)</p> <p>Explore devices which monitor sound, light or temperature and make links to their own senses.</p> <p>Explore and build simple onscreen pictograms with support.</p> <p>Discuss the information displayed.</p> <p>Edit simple text size, font and colour.</p> <p>Capture digital and still images including using magnification and investigating the effect of light.</p> <p>Edit the content and appearance of digital images using simple software.</p> <p>Use simple graphics and drawing / painting software and tools to create digital drawings.</p> <p>Investigate, listen and respond to a range of digital sound and music on varied devices, comparing this to live sound (rhyme, sound, stories, and songs).</p> <p>Capture their own sound and share with others.</p> <p>Create simple tunes using digital resources.</p> <p>Use simple software with speech support to help with reading.</p> <p>Discuss similarities and differences in using digital and non-digital media and share what they have discovered.</p>