

Witley C of E Infant School

Computing Skills, Core Knowledge and Understanding Progression Pathway
Teach Computing Curriculum for KS1 and Barefoot for EYFS alongside Project Evolve



2 Timothy 3:17

That the man of God may be competent, equipped for every good work

I know more, I remember more and I can do more at Witley!			
no copyright infringement is intended	EYFS Prior Learning	Year 1	Year 2
	Inspiring computer scientists: Tim Berners-Lee	Inspiring computer scientists: Ada Lovelace	Inspiring computer scientists: Alan Turing
Computing systems and networks EYFS: Computational thinking Year 1: Technology around us Year 2: Computer systems and networks	I can: <ul style="list-style-type: none"> • explore patterns • Create a simple program on a computer. Use Bee-Bots • Tell you about Sequence stories such (eg Hungry Caterpillar) • Explore parts of old technology 	I am familiar with the term 'technology' and can: <ul style="list-style-type: none"> • Tell you what is and what is not technology in my school and/or classroom • Identify a computer and its main parts • Tell you how technology helps us in different ways • Use a mouse • Use a keyboard to edit text • To create rules for using technology responsibly 	I can recognise the uses and features of information technology and can: <ul style="list-style-type: none"> • Identifying IT and how its use improves our world in school and beyond • Explain how information technology helps us beyond school • Undertake investigations into how IT improves our world • Explain how important it is to use IT responsibly • Recognise that choices are made with using information technology
	Key Computing Vocabulary		
	Computer, screen, Bee-Bot, forwards, backwards	mouse, trackpad, keyboard, cursor, desktop, laptop,	Information technology (IT), file, delete,

<div> <div>Creating Media</div> <div>Year 1: Creating Media – digital painting Year 2: Using digital photography</div> </div>	EYFS Prior Learning	Year 1	Year 2
	I can: <ul style="list-style-type: none"> • Draw on a screen using the doodle buddy paint app • Take photographs of my creations • Create maps for Bee-Bots to travel around 	I can: <ul style="list-style-type: none"> • Describe what different freehand tools do • Use the shape tool and the line tool • Make careful choices when creating a digital picture • Explain why I use the tools I choose • Use a computer on my own to paint a picture • Compare painting a picture online to a picture on paper 	I can recognise that different devices can be used to capture photographs and can: <ul style="list-style-type: none"> • Use a digital device to take photographs • Make choices when taking a photograph • Describe what makes a good photograph • Decide how photographs can be improved • Use tools to change an image • To recognise that photos can be changed
	Key Computing Vocabulary		
	erase, undo, size, like, prefer, dislike	Program, tool, undo, pointillism, brush size	Device, compose, capture, image, landscape, portrait,
	Enriching Texts – Book Corner		
	Goodnight starry sky A colour of his own	How things work by Conrad Mason Machine learning for kids by Dr Dhoot	Ultimate book of the future by National Geographic kids How technology works by DK

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Programming Year 1: early Programming. Year 2 – Pictograms	I can: <ul style="list-style-type: none"> • Play keyboard and mouse control games • Use the Bee-Bots to move around a specified area 	I can: <ul style="list-style-type: none"> • Explain what a given command can do • Practice commands using other children in real life • Combine forwards and backwards commands to make a sequence • Combine four direction commands to make a sequence • Plan a simple program • Find more than more solution to a problem 	I can: <ul style="list-style-type: none"> • Tell you about counting and comparing using tally charts • Tell you that objects can be represented by pictures • Create a pictogram • Select objects by attributes and make comparisons • Tell you that people can be recognised by attributes • Tell you how we can present information using a computer
	Key Computing Vocabulary		
	Left, right, turn, clear, go, commands	Instructions, directions , Plan, algorithm, program, route	Data, tally chart, , Pictogram, compare, attribute, conclusion
	Enriching Texts – Book Corner		
	Lift the flap computers and coding	Lift the flap computers and coding, Computational Fairytales	How to code in 10 easy steps (Seamus McMannus), Level Up Tom Nicoll & Anjan Sarkar, Agent Asha: Mission Shark Bytes Agent Asha: Mission Shark Bytes

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Data and Information Year 1: Introduction to data and Information. Year 2: pictograms (See above)	I can: <ul style="list-style-type: none"> • Tell you the differences between digital and 'real' paintings • Make an animation story or take pictures of each other in masks or of toy • Create drawings on ipad or IWB. • Change colour, thickness of pen 	I can: <ul style="list-style-type: none"> • Label objects • Identify that objects can be counted • Describe objects in different ways • Count objects with the same properties • Compare groups of objects • Answer questions about groups of objects 	See pictograms (above)
	Key Computing Vocabulary		
	Forwards, backwards, left, right	Object, label, group, property, data set	n/a
	Enriching Texts – Book Corner		
	The best vacation ever (Stuart J Murphey)	Tall cat keeps track (Trudy Harris), Talley O Malley (Stuart J Murphey)	n/a

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Creating Media Year 1: Digital writing. Year 2: Digital music	I can: <ul style="list-style-type: none">use the chrome books to open apps and play gamestell you what the main parts of a laptop are	I can: <ul style="list-style-type: none">Use a computer to writeAdd and remove text on a computerChange the look of the text on a computerMake careful choices when changing textExplain why I choose the tools I useTell you about the differences between writing on a computer and writing on paper		I can: <ul style="list-style-type: none">Say how music makes me feelIdentify that there are patterns in musicExperiment with sound using a computerUse a computer t create a musical patternCreate music for a purposeRenew and refine my computer work	
	Key Computing Vocabulary				
	Keyboard, capital letters, bold, font	Letters, type, backspace, toolbar, undo, redo		rhythm, pulse, pitch, tempo, create, pulse/beat, edit	
	Enriching Texts – Book Corner				
	How Technology works by DK	How Technology works by DK		Music is everything by Ziggy Marley	
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Programming Year 1: programming animations Year 2: programming quizzes	I can: <ul style="list-style-type: none">use Bee-Bots to ensure that they follow commands when given a designcreate a route for the Bee-Bots using my own design.	I can: <ul style="list-style-type: none">Choose a command for a given purposeShow you that a series of commands can be joined togetherTo tell you about changing values and their effectExplain that each sprite has its own instructionDesign parts of a projectUse my algorithm to create a program		I can: <ul style="list-style-type: none">Explain that a series of commands has a startExplain that a series of commands has an outcomeCreate a program using a given designChange a given designCreate a program given my own designDecide how my project can be improved	

	Key Computing Vocabulary		
		ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area, block, joining, start block, run, program, programming area, background, delete, reset, algorithm, predict, effect, change, value, instructions, appropriate, algorithm, design, algorithm.	
	Enriching Texts – Book Corner		
		Coding for beginners using scratch	Coding for beginners using scratch
Staying Safe Online – Project Evolve			
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Staying safe online All years: Project Evolve –Self Image and Identity	I can: <ul style="list-style-type: none"> recognise that I can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who asks me to do something that makes me feel sad, embarrassed or upset explain how this could be either in real life or online. 	I can: <ul style="list-style-type: none"> recognise that there may be people online who could make me feel sad, embarrassed or upset give examples of when and how to speak to an adult I can trust if something happens that makes me feel sad, worried, uncomfortable or frightened 	I can: <ul style="list-style-type: none"> explain how other people’s identity online can be different to their identity in real life describe ways in which people might make themselves look different online give examples of issues online that might make me feel sad, worried, uncomfortable or frightened give examples of how I might get help.

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Staying safe online All years: Project Evolve – Online reputation	I can: <ul style="list-style-type: none"> identify ways that I can put information on the internet. 	I can: <ul style="list-style-type: none"> recognise that information can stay online and could be copied describe what information I should not put online without asking a trusted adult first 	I can: <ul style="list-style-type: none"> explain how information put online about me can last for a long time tell you who I would talk to if I think someone has made a mistake about putting something online.
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Staying safe online All years: Project Evolve – Online Bullying	I can: <ul style="list-style-type: none"> describe ways that some people can be unkind online offer examples of how this can make others feel. 	I can: <ul style="list-style-type: none"> describe how to behave online in ways that do not upset others and can give examples. 	I can: <ul style="list-style-type: none"> give examples of bullying behaviour and how it could look online Tell you how bullying can make someone feel talk about how someone can/would get help about being bullied online or offline.

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Staying safe online All years: Project Evolve – Managing online information	I can: <ul style="list-style-type: none"> • talk about how I can use the internet to find things out • identify devices I could use to access information on the internet • give simple examples of how to find information (e.g. search engine, voice activated searching). 	I can: <ul style="list-style-type: none"> • use the internet to find things out • use simple keywords in search engines • describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. 	I can: <ul style="list-style-type: none"> • use keywords in search engines • demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections) • explain what voice activated searching is and how it might be used (e.g. Alexa, Google Now, Siri) • explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real' • explain why some information I find online may not be true.
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Staying safe online All years: Project Evolve – Health, well-being and lifestyle	I can: <ul style="list-style-type: none"> • identify rules that help keep us safe and healthy in and beyond the home when using technology • give some simple examples of these rules. 	I can: <ul style="list-style-type: none"> • explain rules to keep us safe when we are using technology both in and beyond the home • give examples of some of these rules. 	I can: <ul style="list-style-type: none"> • explain simple guidance for using technology in different environments and settings • say how those rules/guides can help me

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Staying safe online All years: Project Evolve – Privacy and Security	I can: <ul style="list-style-type: none"> • identify some simple examples of my personal information (e.g. name, address, birthday, age, location). • describe the people I can trust and can share this with • explain why I can trust them. 	I can: <ul style="list-style-type: none"> • recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school) • explain why I should always ask a trusted adult before I share any information about myself online • explain how passwords can be used to protect information and devices. 	I can: <ul style="list-style-type: none"> • describe why other people's work belongs to them • recognise that content on the internet may belong to other people.