



Early Year Skills Progression

Understanding of the World

| Computing / ICT | Knowledge | Skills |
|---|---|--|
| <i>In continuous provide opportunities for:</i> twisting and turning knobs, pulleys, telephones, cameras, videoing, exploring different computer programs, Beebots, Remote control cars, Walkie Talkies, easy speaks, CD player and head sets, talking tins, metal detectors, recording and playing back | | |
| Nursery | <ul style="list-style-type: none"> • To know how to operate remote control toys. E.g. cars • To know how light can be used to create shadows. • I know what will happens (or predict) when I press /swipe on a game using the iPad /whiteboard. • To know how to mark make on a painting programme (IWB). E.g PaintZ • To begin to identify different technology from home or school. • To know if something changes on the screen to tell an adult. • To know we should ask before we use technology. | <ul style="list-style-type: none"> • To be able to able to make remote toys move forwards, backwards, left and right by pressing the controls. • To use non-digital magnifiers to make things larger and clearer to see. • To see and talk about what happens when we magnify something. • To be able to click and drag items in a game on the IWB. • To use different light sources to create different shadows. • To talk about the shadows, they have created. • To use technology appropriately including during role play. |



Reception

- To know how to select a programme/ game on IWB chromebook.and/or I -pad.
 - To know the correct positional/directional language. (Forwards, backwards, turn)
 - To begin to know different parts of a laptop (screen, keyboard) and what some of these are for.
 - To know that I need to stay safe when using technology.
 - To know what to do if I see things that upset me online at school.
 - To know that some information should be kept private.
 - To understand that goals can be achieved by following a sequence of steps.
- To be able to place a series of photos/pictures in order to retell a moment in time. Predicting and explaining reasoning.
 - To be able to use a mouse or touch pad on a laptop to 'select a game/programme. (summer)
 - To use simple programming vocabulary. (plugged and unplugged)
 - I can programme a Bee-bot or similar, one instruction at a time and clear it at the end.
 - To follow sequence algorithms (E.G. PE jump, step etc)
 - To begin to identify and type the 1 or more letter keys for their name. (summer to prepare for logging in)
 - To make marks on a painting devise using I-pad and some might be able to on a chromebook.
Specifically un-plugged
 - Abstraction- finding the main common features and decide what is most important and what can be ignored.
 - Decomposition- Breaking problems down into steps.