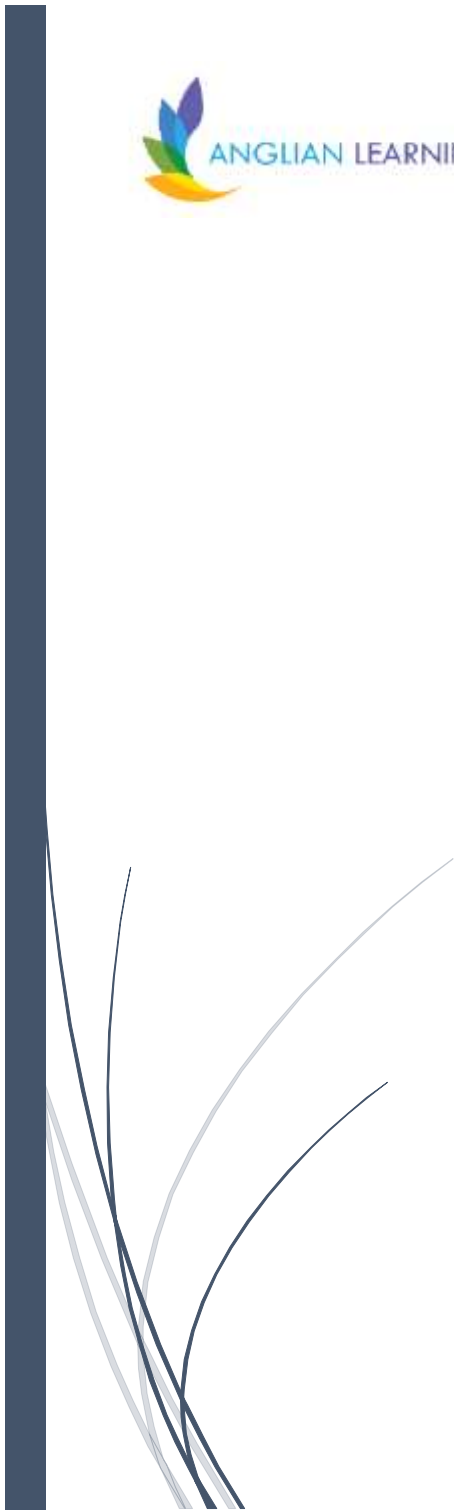




Marleigh Primary Academy

Computing Skills Progression



Development Matters – Non-statutory Curriculum Guidance for EYFS Marleigh Primary Academy

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Insert blurb below

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Birth to Three Years Old	Three and Four Years Old	Children in Reception
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EYFS Statutory Framework

Early Learning Goal: xxxxxxxx

Children at the expected level of development will:

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Overview:

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

Threshold Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<p style="text-align: center;">Code - Programming</p> <p>This concept involves developing an understanding of instructions, logic and sequences.</p>	<ul style="list-style-type: none"> • Motion: Control motion by specifying the number of steps of steps to travel, direction and turn. • Looks: Add text strings, show and hide objects and change the features of an object. • Sound: Select sounds and control when they are heard, their duration and volume. • Draw: Control when drawings appear and set the pen colour, size and shape. • Events: Specify user inputs (such as clicks) to control events. • Control: Specify the nature of events (such as a single event or a loop). • Sensing: Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). 	<ul style="list-style-type: none"> • Motion: Use specified screen coordinates to control movement. • Looks: Set the appearance of objects and create sequences of changes. • Sound: Create and edit sounds. Control when they are heard, their volume duration and rests. • Draw: Control the shade of pens. • Events: Specify conditions to trigger events. • Control: Use IF THEN conditions to control events or objects. • Sensing: Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). • Variables and lists: Use variables to store a value. Use the functions define, set, change, show and hide to control variables. 	<ul style="list-style-type: none"> • Motion: Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Looks: Change the position of objects between screen layers (send to back, bring to front). • Sound: Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Draw: Combine the use of pens with movement to create interesting effect. • Events: Set events to control other events by 'broadcasting' information as a trigger. • Control: Use IF THEN ELSE conditions to control events or objects. • Sensing: Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Variables and lists: Use lists to create a set of variables. • Operators: * Use the Boolean operators:

	<p>Variables and lists: <i>From Year 3 onwards</i></p> <p>Operators: <i>From Year 3 onwards</i></p>	<ul style="list-style-type: none"> Operators: Use the Reporter operators: ()+(), ()-(), ()*(), ()/() to perform calculations 	<p>()<(), ()=(), ()>(), ()and(), ()or(), Not() to define conditions.</p> <p>* Use the Reporter operators: ()+(), ()-(), ()*(), ()/() to perform calculations.</p> <p>* Pick Random () to ()</p> <p>* Join () ()</p> <p>* Letter () of ()</p> <p>* Length of ()</p> <p>() Mod () This reports the remainder.</p> <p>* After a division calculation</p> <p>* Round (), () of ()</p>
<p>Connect - E-Safety/ Digital Citizenship</p> <p>This concept involves developing an understanding of how to safely connect with others.</p>	<ul style="list-style-type: none"> Participate in class social media accounts. Understand online risks and the age rules for sites. 	<ul style="list-style-type: none"> Contribute to blogs that are moderated by teachers. Give examples of the risks pose by online communications. Understand the term 'copyright'. Understand that comments made online that are hurtful or offensive are the same as bullying. Understand how online services work. 	<ul style="list-style-type: none"> Collaborate with others online on sites approved and moderated by teachers. Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. Understand the effect of online comments and show responsibility and sensitivity online. Understand how simple networks are set up and used.
<p>Communicate - Understanding Technology</p> <p>This concept involves using apps/programs to communicate one's ideas.</p>	<ul style="list-style-type: none"> Use a range of applications and devices in order to communicate ideas, work and messages. 	<ul style="list-style-type: none"> Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally 	<ul style="list-style-type: none"> Choose the most suitable applications and devices for the purposes of communication. Use many of the advanced features in order to create high quality, professional or efficient communications.

<p>Collect - Digital Literacy This concept involves developing an understanding of databases and their uses.</p>	<ul style="list-style-type: none">• Use simple databases to record information in areas across the curriculum.	<ul style="list-style-type: none">• Devise and construct databases using applications designed for this purpose in areas across the curriculum.	<ul style="list-style-type: none">• Select appropriate applications to devise, contrast and manipulate data and present it in an effective and professional manner.
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