

Area of Learning	EYFS	Year 1	Year 2
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>• Learning how to operate a camera to take photographs of meaningful creations or moments.</li> <li>• Learning how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary.</li> <li>• Recognising and identifying familiar letters and numbers on a keyboard.</li> <li>• Developing basic mouse skills such as moving and clicking.</li> <li>• Using logical reasoning to understand simple instructions and predict the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to operate a camera or tablet to take photos and videos.</li> <li>• Learning how to explore and tinker with hardware to find out how it works.</li> <li>• Recognising that some devices are input devices and others are output devices.</li> <li>• Learning where keys are located on the keyboard.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding what a computer is and that it's made up of different components.</li> <li>• Recognising that buttons cause effects and that technology follows instructions.</li> <li>• Learning how we know that technology is doing what we want it to do via its output.</li> <li>• Using greater control when taking photos with cameras, tablets or computers.</li> <li>• Developing confidence with the keyboard and the basics of touch typing.</li> </ul>
		<ul style="list-style-type: none"> <li>• Learning that decomposition means breaking a problem down into smaller parts.</li> <li>• Using decomposition to solve unplugged challenges.</li> <li>• Using logical reasoning to predict the behaviour of simple programs.</li> <li>• Developing the skills associated with sequencing in unplugged activities.</li> <li>• Following a basic set of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulating what decomposition is.</li> <li>• Decomposing a game to predict the algorithms used to create it.</li> <li>• Learning that there are different levels of abstraction.</li> <li>• Explaining what an algorithm is.</li> <li>• Following an algorithm.</li> <li>• Creating a clear and precise algorithm.</li> </ul>

		<ul style="list-style-type: none"> <li>• Assembling instructions into a simple algorithm.</li> <li>• Programming a Floor robot to follow a planned route.</li> <li>• Learning to debug instructions when things go wrong.</li> <li>• Using programming language to explain how a floor robot works.</li> <li>• Learning to debug an algorithm in an unplugged scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning that programs execute by following precise instructions.</li> <li>• Incorporating loops within algorithms using logical thinking to explore software, predicting, testing and explaining what it does.</li> <li>• Using an algorithm to write a basic computer program.</li> <li>• Using loop blocks when programming to repeat an instruction more than once.</li> </ul>
<p><b>Information Technology</b></p>	<ul style="list-style-type: none"> <li>• Using a simple online paint tool to create digital art.</li> <li>• Representing data through sorting and categorising objects in unplugged scenarios.</li> <li>• Representing data through physical pictograms.</li> <li>• Exploring branch databases through physical games.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a basic range of tools within graphic editing software.</li> <li>• Taking and editing photographs.</li> <li>• Developing control of the mouse through dragging, clicking and resizing of images to create different effects.</li> <li>• Developing understanding of different software tools.</li> <li>• Recognising devices that are connected to the internet.</li> <li>• Searching and downloading images from the internet safely.</li> <li>• Understanding that we are connected to others when using the internet.</li> <li>• Understanding that technology can be used to represent data</li> </ul>	<ul style="list-style-type: none"> <li>• Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts</li> <li>• Using word processing software to type and reformat text.</li> <li>• Using software (and unplugged means) to create story animations.</li> <li>• Creating and labelling images searching for appropriate images to use in a document.</li> <li>• Understanding what online information is.</li> <li>• Collecting and inputting data into a spreadsheet.</li> <li>• Interpreting data from a spreadsheet.</li> </ul>

		<p>in different ways: pictograms, tables, pie charts, bar charts, block graphs etc.</p> <ul style="list-style-type: none"> <li>• Using representations to answer questions about data.</li> <li>• Using software to explore and create pictograms and branching databases.</li> <li>• Recognising common uses of information technology, including beyond school.</li> <li>• Understanding some of the ways we can use the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how computers are used in the wider world</li> </ul>
<p><b>Digital Literacy</b></p>	<ul style="list-style-type: none"> <li>• Recognising that a range of technology is used for different purposes.</li> <li>• Learning to log in and log out.</li> </ul>	<ul style="list-style-type: none"> <li>• Logging in and out and saving work on their own account.</li> <li>• When using the internet to search for images, learning what to do if they come across something online that worries them or makes them feel uncomfortable.</li> <li>• Understanding how to interact safely with others online.</li> <li>• Recognising how actions on the internet can affect others.</li> <li>• Recognising what a digital footprint is and how to be careful about what we post.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to create a strong password.</li> <li>• Understanding how to stay safe when talking to people online and what to do if they see or hear something online that makes them feel upset or uncomfortable.</li> <li>• Identifying whether information is safe or unsafe to be shared online.</li> <li>• Learning to be respectful of others when sharing online and ask for their permission before sharing content.</li> <li>• Learning strategies for checking if something they read online is true.</li> </ul>