



ICT Progression of Skills

Cross-curricular links between ICT and RSHE

	NURSERY	RECEPTION	YEAR 1	YEAR 2
Computer Science Control and Programming	END OF EYFS EXPECTATIONS Role play with a variety of electronic toys and old toy remote controls/mobile phones etc. Explore outcomes when individual buttons are pressed on a robot (beebot) Choose and use appropriate role play electronic toys (tills) Begin to be aware of and have opportunities to use computer-controlled devices in the outside world (pelican crossing, hand dryers, automatic doors, supermarket technology) With help, record voice using various devices, recorder, microphone.		Write algorithms away from the computer for everyday tasks (brushing teeth, getting dressed, getting changed for PE) Give some examples with errors for children to 'debug'. Create/follow instructions (algorithms) to navigate programmable toys (and other children) around a course. Have experiences of controlling other devices such as digital cameras, ipads. Use a mouse, pen or finger to move and place items accurately on a screen to explore a simulation in other curriculum areas and talk	Input algorithms into a program to create a simple shape on screen or to control a device. (Beebot world, scratch) Use logical reasoning to make predictions when programming devices (actual or on screen) estimating distances and turns. Make choices in an adventure game or simulation (BBC Science simulations) talk about their simulations and be able to compare with reality.
VOCABULARY	INSTRUCTIONS		INSTRUCTIONS DEBUG	ALGORITHM DEBUG
Digital Literacy Text Processing and Multimedia	Begin to understand that in addition to touch screens, a keyboard and mouse are tools for navigating a computer and entering text.		Start to develop familiarity of the keyboard –	Develop familiarity and correct use of the keyboard – spacebar,

	Use a keyboard (with support) and notice the effect on screen. With support type simple words, their name etc.	spacebar, backspace, return, shift, return etc. Use images and text in simple presentations. Begin to format text (size, font, colour etc)	backspace, return, shift, (for capital letters not caps lock) return etc. Use images and text in simple presentations. Format text (size, colour, font) Add captions to photographs
VOCABULARY	KEYBOARD, MOUSE, KEY, TYPE, SCROLL, TAP	SPACEBAR, BACKSPACE, RETURN, SHIFT	SIZE FONT COLOUR
Graphic Packages	Use the tools in simple painting programs (eg brush, fill tool, colour selection, stamp) on a whiteboard or interactive screen. Use an object based graphics program to create a scene by dragging objects into a place on a background. Take a photo of their work.	Use digital photographs to record their work.	Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style/effect.
VOCABULARY	FILL TOOL, BRUSH, DRAG	SIZE, CAPTURE	STYLE, EFFECT, ENLARGE,
Information Technology RESEARCH	With help, search for and choose images from the internet. With support, use websites to locate a small amount of information. With support, enter text into search engines to find specific given websites. Use QR codes to navigate to specific websites. With help use appropriate buttons and menus to navigate websites.	Use appropriate buttons, menus and hyperlinks to navigate given websites. Enter one-word text into a search engine to find specific given websites.	Begin to evaluate websites by giving opinions about preferred sites. Enter text into a search engine and URL's in the address bar to find specific given websites. Enter text into a safe search engine to find information on a given topic. Start to evaluate

			whether the information is useful. Start to apply research skills using different search engines and websites. Know that sometimes we can use our voices to research (Alexa, Siri) Understand that some information is stored on single computers or devices, some is stored on a small network, and some is stored on big servers and accessed by everyone in the world (the internet)
VOCABULARY	QR CODE, BACK, WEBSITE, HOME	HYPERLINK SEARCH	INTERNET, SEARCH ENGINE,
Internet Safety	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. The importance of exercising caution about

		to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
VOCABULARY	E SAFETY PERSONAL INFORMATION, TRUSTED ADULT.	POP UP, SOCIAL MEDIA, ONLINE IDENTITY	ONLINE BULLYING, CONFIDENTIAL
			End of KS1 understand what algorithms are, how they are implemented as programs on digital

			devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
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