

Branton Community Primary School and Breamish Valley Community Nursery Progression Map



EYFS – Nursery and Reception

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Birth to Three-Year-Olds, Three and Four-Year-Olds and Reception to match the programme of study for computing

The most relevant statements for computing are taken from the following areas of learning:

- Physical Development
- Understanding the World
- Expressive Arts and Design

Computing		
Birth to Three	Physical Development	Develop manipulation and control
	Understanding the World	Repeat actions that have an effect.
Three and Four-Year Olds	Physical Development	Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	Explore how things work.
Reception	Physical Development	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Make healthy choices - activity
	Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Understanding the World	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
ELG	Expressive Arts and Design	Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Information Technology (Computers and Hardware)					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</p> <p>KS1 Computing National Curriculum</p> <p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>		<p>Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</p> <p>Lower KS2 Computing National Curriculum</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, collecting, analysing evaluating and presenting data and information</p> <p>Use search technologies effectively</p>		<p>Children can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</p> <p>Upper KS2 Computing National Curriculum</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, collecting, analysing evaluating and presenting data and information</p> <p>Use search technologies effectively</p>	

Computer Science (Computational Thinking)						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.</p> <p>National Curriculum Key Stage 1</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>		<p>Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.</p> <p>National Curriculum Lower Key Stage 2</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>		<p>Children can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.</p> <p>National Curriculum Upper Key Stage 2</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web</p> <p>Appreciate how [search] results are selected and ranked</p>		

Online Safety

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.</p> <p>KS1 Computing National Curriculum Children can 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.</p>		<p>Children develop their skills of formatting using keyboard commands, organising their work to demonstrate effect. In LKS2, they will have the opportunity to express themselves more through digital technology, art, PowerPoint and posters. Children should continue to demonstrate control when operating tools as in KS1.</p> <p>Lower KS2 Computing National Curriculum Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact.</p>		<p>Children are encouraged to identify online risks and share their knowledge of the risks and consequences for people online. They begin to think more critically about what they see online and look at the concept of fake news and false photographs.</p> <p>Upper KS2 Computing National Curriculum Children use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact.</p>	

Digital Literacy and Online Safety					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children are responsible, competent, confident and creative users of information and communication technology.</p> <p>KS1 Computing National Curriculum</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		<p>Children are responsible, competent, confident and creative users of information and communication technology.</p> <p>Lower KS2 Computing National Curriculum</p> <p>Understand the opportunities [networks] offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		<p>Children are responsible, competent, confident and creative users of information and communication technology.</p> <p>Upper KS2 Computing National Curriculum</p> <p>Understand the opportunities [networks] offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>Use technology safely, respectfully and responsibly.</p> <p>Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	