

Computing and IT Skills Progression Map



School Readiness Intent: At St Francis CE Primary School we understand the world is being driven by technology and we want our children to be confident digital learners who are able to access the online world around them safely with curiosity and digital intelligence. They will develop understanding of the concepts, practices and perspectives that underpin programming and other aspects of computer science as they journey through KS1 and KS2. Each year pupils will build on prior knowledge allowing them to become digitally literate learners.

EYFS Intent: Children in the Early Years Foundation Stage will begin to investigate technological and mechanical toys by exploration. With support from adults, they will use different technology for a purpose and begin to understand the functions of different devices. Computing/IT features into the Specific Area Of Learning – Understanding the World (UW) – in the ‘Technology’ strand.

EYFS Stage	Development Matters	Implementation/ Context
Nursery F3 	16-26 Months UW: Technology • Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. 22-36 Months UW: Technology • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. Beginning to know how to program and problem solve using a range of IT. To begin to retrieve information from IT source.	To know how to program and problem solve using a range of IT. (Patterns, rules and functions) Walkie Talkies verbal instructions/Sound Buttons. Cause and effect. IT skills – press on buttons and make them play. Interacting with a game and use the light box to create different effects. They have access to electronic toys where they can press buttons to create different effects.
Nursery F2 	30-50 Months UW: Technology • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers Beginning to know how to program and problem solve using a range of IT. To begin to retrieve information from IT source.	Children will use and interact with electronic toys. Children will operate Sound Buttons – speak, record, play back. Children will use ipads-linked to Tapestry with adult support to see their photos and videos. They will program a beebot, giving simple IT instructions. They will use and interact with the IWB.

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EYFS Stage	Development Matters	Implementation/ Context
Reception  	40-60 Months UW: Technology • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. ELGs UW: Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children will be given the opportunity to use a light box through independent activities and use i-pads to interact with age appropriate software and take photos. They will learn how to log-on to the lap tops using their class username and password and discuss the importance of staying safe online. They will be given the opportunity to use IT equipment such as battery powered torches, the Interactive Whiteboard, beebot to program and create algorithms. They will sing a variety of songs and record performances which can be watched on Tapestry by parents/carers.

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	Motivation: • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do  	Thinking: • Having their own ideas • Making links • Choosing ways to do things 

Learning and Teaching in EYFS – New Curriculum

What Computing Subject Leaders Need to Know

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 computing 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 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:

- Personal, Social and Emotional Development
- Physical Development
- Understanding the World
- Expressive Arts and Design

Computing		
Three and Four-Year-Olds	Personal, Social and Emotional Development	• Increasingly follow rules, understanding why they are important.
	Physical Development	• Match their developing physical skills to tasks and activities in the setting.
	Understanding the World	• Explore how things work.

Reception	Personal, Social and Emotional Development		• Show resilience and perseverance in the face of a challenge.
	Physical Development		• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Know and talk about the different factors that support their overall health and wellbeing: -sensible amounts of 'screen time'.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings.
ELG	Personal, Social and Emotional Development	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
	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.