Computing Skills and Progression Document- Reception					
	Early Learning Goals	Development Matters	Knowledge	Skills	Vocabulary opportunities

Computing Systems and Networks	**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 **Communication and language** Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	**Understanding the World •** Explore how things work. **Physical development** Develop their small motor skills so that they can use a range of tools competently, safely and confidently Confidently and safely use a range of small apparatus, alone and in a group	To learn what a keyboard is and how to locate relevant keys. To learn how to log in and log out. To understand why we need to log in and out. To learn what a mouse and what it is used for. To know what digital art is	To locate the relevant keys on a keyboard To log in and log out To use a mouse/mousepad to move and click To use paint tools to create digital art.	Computer Computer tower Monitor Keyboard Mouse Letters Numbers Uppercase Lowercase Type Log in Log out Computer safety Protect Password Private Secure Security Lock Personal Left-click Right-click Arrow Cursor Paint Stamp Click Drag Move Drop Buttons Keys Motherboard USB stick System fan Hard drive Speaker Push Pull Twist Under On top of Behind Open Shut Larger smaller

| Programming 1 | **Communication and language**
Understand how to listen carefully and why listening is important
Articulate their ideas and thoughts in well-formed sentences.
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Personal, social and emotional development

Build constructive and respectful relationships.
ELG: Self-regulation: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

ELG: Building relationships: Work and play cooperatively and take turns with others

Active learning
Creating and thinking critically

Physical development
Know and talk about the different factors that support their overall health and wellbeing
Further develop the skills they need to manage the school day successfully | | To follow instructions as part of practical activities and games and to learn to debug when things go wrong

To learn to give simple instructions

To learn that an algorithm is a set of instructions to carry out a task, in a specific order

To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary | To follow instructions

To give simple instructions

To find a bug /problem in a set of instructions

To follow instructions in the correct order.

To tinker with hardware | Blindfold
Step over
Walk around
Turn
Left
Right
To the side
Straight on
Stand still
Stop
Duck
Under
Bend down
Walk
Hop
Tiptoe
Shuffle
Skip
Run instructions
Instructions
Timer
Describe
Adjective
Two-part instructions
Key vocabulary
Algorithm
Order
Sequence
Predict
Prediction
Next
Last
First
Second
Third |

| Computing Systems and Hardware 2 | **Communication and language**
Learn new vocabulary
Use new vocabulary through the day
Ask questions to find out more and to check they understand what has been said to them

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen

Articulate their ideas and thoughts in well-formed sentences

Physical Development
Confidently and safely use a range of small apparatus, alone and in a group

Understanding the world
Describe what they see, hear and feel whilst outside (or inside) | **Physical development**

Develop their small motor skills so that they can use a range of tools competently, safely and confidently | To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary

To recognise that a range of technology is used in places such as homes and schools

To learn how to operate a camera and/or iPad and use it to take photographs. | Explore and tinker with hardware

To use a camera / ipad to take a photograph | Mouse
Buttons
Keyboard
Keys
Motherboard
USB stick
System fan
Hard drive
Monitor
Computer tower
Speaker
Click
Push
Pull
Twist
Under
On top of
Behind
Open
Shut
Larger
Smaller
Larger
Smaller
Computer
Dial
Memory
Technology
Power
Electricity |

	Personal, social and emotional development See themselves as a valuable individual **Literacy** Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences with words with known sound-letter correspondences using a capital letter and full stop				Batteries On Off Camera Ipad Tablet Lens Point Shoot Capture Picture Image Gallery Record Photograph Photographer Still Blurred Blurry Crisp Clear
Data Handling	**Communication and language** Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen ELG: Listening, attention and understanding:. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding		To understand how to sort and categorise objects. To explain how items have been sorted and categorised. To explore and understand the concept of branch databases	To sort and objects in to groups To talk about how and why they have grouped objects	Sort Categorise Category Group Describe Texture Colour Pattern Size Weight Height Length More Less Count In total Altogether Share Divide Equal Bigger than Smaller than Thicker than

	ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary **Mathematics** Count objects, actions and sounds Subitise Count beyond ten Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers Continue, copy and create repeating patterns Compare length, weight and capacity Characteristics of Effective Learning Playing and exploring Active learning Creating and thinking critically				Thinner than Branch database
Online Safety	**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.	**Personal Social and Emotional Development** Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.	I can name and recognise uncomfortable, embarrassed, and upset emotions I can recognise, online or offline, that anyone can say 'no thank you'/ 'please stop'/ 'I'll tell'/'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology with people I know.	To recognise different emotions/ feelings To know it is ok to say NO, please stop, I will tell someone To know how people communicate using the internet To know what technologies can be used to communicate with people	Sad Uncomfortable Embarrassed Upset Online Offline Trusted adult Communicate Technology Technology Internet Connect Unkind Worry Sad Nervous

			I can identify ways that I can put information on the internet. I can describe ways that some people can be unkind online I can offer examples of how this can make others feel I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location) I can describe who would be trustworthy to share this information with; I can explain why they are trusted	To talk about ways in which people can put information on the internet To talk about how people can be unkind online To talk about how unkindness can make people feel To talk about devices used to access the internet: mobile phones, tablets, alexa, laptops, computer, tv eg To know name, birthday, age and address are personal information	Embarrassed Upset Device Internet Experience Device Internet Personal Information Location Fact Private