Bollington St John's CE Primary School

Bollington St John's Curriculum
ICT and Computing- IPC Progression Document

EYFS	Milepost 1	Milepost 2	Milepost 3
Learning Strand 2: Communicating through ICT and computing 2.67b Operating and controlling toys, objects and devices that use switches, control buttons, pulleys, levers, knobs and mechanisms to produce movement, sound, light and actions 2.69b Selecting technology that best matches practical activities 2.70b Giving instructions, programming and operating digital toys, devices and computers 2.72b Using computers and other forms of ICT as tools to record, link and extend experiences that happened away from the computer 2.71b How computers are used in the environment and the language associated with operating them 2.73b Presenting ideas and information using technology	1.01 Know about some of the applications of ICT and computing in everyday life 1.02 Know about some of the ways in which the use of ICT and computing affects people's lives 1.03 Be able to use programs, apps and computer networks to find, organise and classify information 1.04 Be able to use programs or apps to present information 1.05 Be able to enter, save, retrieve and revise information 1.06 Be able to work with a range of simple tools such as text, tables, images, sounds and graphs 1.07 Be able to plan and give instructions to make things happen using a floor robot, program, or app 1.08 Be able to describe what they have done 1.09 Be able to use simulations to explore what happens in real and imaginary situations 1.10 Understand the importance of using ICT and computing safely and respectfully and how to report any concerns	2.01 Know about some applications of ICT and computing in different jobs and work situations 2.02 Know about some applications and implications of ICT and computing in everyday life 2.03 Know about some of the ways in which the use of ICT and computing in different jobs and work situations affects people's lives 2.04 Be able to search effectively, using and evaluating information from a variety of sources 2.05 Be able to select and use a range of programs or apps to support and present learning in other subjects 2.06 Be able to use ICT and computing to control events and write programs that accomplish specific goals 2.07 Be able to make choices to gather information and solve problems 2.08 Understand that different aspects of ICT and computing can be used safely, responsibly, respectfully and creatively to people's benefit	3.01 Know that the study of ICT and computing is concerned with applying technology to gather, use and exchange information safely and create, design and publish appropriate content 3.02 Know about an increasing number of ICT and computing applications for leisure, communication and work 3.03 Be able to search technologies effectively when gathering and interrogating information 3.04 Be able to collect, interpret and present their findings 3.05 Be able to evaluate and check the validity of their findings 3.06 Be able to manipulate and combine different forms of information and data from different sources 3.07 Be able to select which programs or apps to use to present information or data in the most effective and appropriate ways 3.08 Be able to use computer networks for communication and collaboration, exchanging ideas and information in different ways 3.09 Be able to design and write programs to accomplish specific goals, working with sequence, selection and repetition to

			control events **3.10 Be able to use ICT and computing to sense physical data** **3.11 Be able to use ICT and computing-based models and simulations, working with various inputs and outputs** **3.12 Understand that the quality of information affects the results of an enquiry** **3.13 Understand the importance of considering audience and purpose when presenting information** **3.14 Understand that all aspects of ICT and computing need to be used safely, respectfully and responsibly, recognising unacceptable behaviour and reporting concerns**

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ICT and Computing- National Curriculum Coverage

*See the NC14 Cross Reference Document which specifies which objectives are covered in each unit

EYFS	Milepost 1	Milepost 2	Milepost 3
Computing is no longer explicitly mentioned within the Early Years Foundation Stage framework but there are many opportunities for children to use computational thinking effectively and support their learning within all other areas of the curriculum.	• 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 or contact on the internet or other online technologies	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

		• **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact**	• **Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact**