Curriculum Progression Map

Technology plays a significant role in today’s society and our aim is to give our children the skills and understanding to work effectively and safely in our ever-increasing digital world. We are very aware that the equipment we use in school will not be the technology they use in the future; it is our role to give them the confidence to explore, ask questions, try out ideas and stay safe so they are equipped to use whatever future technology they encounter.

We have implemented a progressive curriculum, which covers three main areas:

* computing skills / computational thinking
* essential digital literacy skills
* e-safety

Computing skills / computational thinking

This is taught through discrete computing lessons and is supported by the Teach Computing scheme. Throughout the school we use a combination of computing equipment – interactive whiteboards, laptops, iPads, data loggers, etc.

Essential digital literacy skills

In recent years we have become aware of a ‘drop’ in our pupils’ ability to undertake everyday tasks such as searching the internet, word processing, making presentations, saving and organising documents etc. We have, therefore, devised a progressive skills ladder that will ensure progression of these key skills throughout the school. This will be constantly reviewed to take account of our pupils’ confidence levels and new software etc.

E-safety

Overarching all of computing is our drive to ensure that all our children and adults use technology safely and e-safety has a high priority in our school. Internet Safety Day has a high priority and pupils are reminded regularly how to stay safe online. The acceptable usage policies for both pupils and adults are updated frequently. We provide children external opportunities and visitors to further their knowledge of e-safety through visits from local police officers and theatre groups.

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|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Computing systems and networks | Computing is not taught explicitly as an area of learning during the EYFS. However, children are given the opportunity to develop foundational skills for them to be fully prepared for Computing lessons in KS1 in a number of different ways including:   * role play with cameras, phones and laptops * the use of iPads within the classroom * the use of BeeBots in continuous provision * Toys with switches * fine motor development as a precursor to typing skills | * Technology around us | * IT around us | * Connecting computers | * The internet | * Systems and searching | * Communication and collaboration |
| Creating media | * Digital painting * Digital writing | * Digital music * Digital photography | * Stop frame animation * Desktop publishing | * Audio production * Photo editing | * Video production * Vector graphics | * Web page creation * 3d modelling |
| Data and information | * Grouping data | * pictograms | * databases | * data logging | * flat file databases | * spreadsheets |
| Programming | * Moving a robot * animations | * Robot algorithms * quizzes | * sequencing sounds * event and actions in programmes | * repetition in shapes * repetition in games | * physical computing * selection n quizzes | * variables in games * sensing movement |