## EYFS

| **Communication and Language**<br><br>**ELG: Listening, Attention and Understanding** | **Communication and Language**<br><br>**ELG: Speaking** | **Personal, Social and Emotional Development**<br><br>**ELG: Self-Regulation** | **Personal, Social and Emotional Development**<br><br>**ELG: Managing Self** | **Personal, Social and Emotional Development**<br><br>**ELG: Building Relationships** | **Understanding the World**<br>**ELG: Past and Present** | **Expressive Arts and Design**<br>**ELG: Creating with Materials** |
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| 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<br><br>Make comments about what they have heard and ask questions to clarify their understanding; | Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; | 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 | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge<br><br>Explain the reasons for rules, know right from wrong and try to behave accordingly | Work and play cooperatively and take turns with others | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function<br><br>Share their creations, explaining the process they have used |

## KS1

| **Computer Science** | | | | **Information Technology** | **Digital Literacy** | |
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| **National Curriculum Statement** | **Understand what algorithms are; how they are implemented as** | **Create and debug simple programs.** | **Use logical reasoning to predict the** | **Use technology purposefully to create, organise, store, manipulate** | **Recognise common uses of information** | **Use technology safely and respectfully, keeping personal** |

| | **programs on digital devices; and that programs execute by following precise and unambiguous instructions.** | | **behaviour of simple programs.** | **and retrieve digital content** | **technology beyond school.** | **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** |
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| **Year 1** | Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program | Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g., Bubble's activity in 2Code | When looking at a program, children can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program. Children can, for example, interpret where the turtle in 2Go challenges will end up at the end of the program. | Children are able to sort, collate, edit and store simple digital content e.g., children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count. | Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not e.g., a microwave vs. a chair | Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash. |
| **Year 2** | Children can explain that an algorithm is a set of instructions to complete a task. | Children can create a simple program that achieves a specific purpose. They can | Children can identify the parts of a program that respond to specific | Children can retrieve specific data for conducting simple searches. Children | Children can effectively retrieve relevant, purposeful digital content using | Children know the implications of inappropriate online searches. Children |

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| | When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code | also identify and correct some errors, e.g., Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps. | events and initiate specific actions. For example, they can write a causeand-effect sentence of what will happen in a program. | are confident when creating, naming, saving, and retrieving content. Children use a range of media in their digital content including photos, text and sound. | a search engine. They can apply their learning of effective searching beyond the classroom. Children make links between technology they see around them, coding, and multimedia work they do in school e.g., animations, interactive code, and programs. | begin to understand how things are shared electronically on different platforms. Children know ways of reporting inappropriate behaviours and content. |