



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum – Understanding the World (Computing)

	Skills	Knowledge
EYFS UW – Technology	<ul style="list-style-type: none"> • Anticipates repeated sounds, sights and actions. Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate and explore them • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet • Shows interest and seeks to acquire basic skills in turning on and operating some simple digital equipment • Plays with water to investigate “low technology” such as washing and cleaning. Uses pipes, funnels and other tools to carry/ transport water from one place to another • Knows that information can be retrieved from digital devices and the internet • Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software • Can create content such as a video recording, stories, and/or draw a picture on screen • Develops digital literacy skills by being able to access, understand and interact with a range of technologies • Can use the internet with adult supervision to find and retrieve information of interest to them 	<ul style="list-style-type: none"> • Aware they can cause a reaction through cause and effect • Recall cause and effect actions • Understand that different toys/devices/programs cause different actions • Understand different devices have different content • Identifying different devices • Understands they can explore items of interest on a digital platform • Understands they are able to create their own simple electronic content (taking photos, videos etc).
Pre-Formal	Refining of skills and knowledge taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, social and Emotional Development) the Life skills and Sensory curriculum	
Semi-Formal 1		
Semi- Formal 2	<ul style="list-style-type: none"> • Use technology to explore and access content or operate a digital device to fulfil a familiar task • Make an intentional choice between a selection of digital resources or devices • Follow an instruction when operating a range of digital devices or to control digital devices • Recognise that there are different technologies that serve different purposes • Can find information on familiar websites • Practise fine motor skills associated with controlling a range of devices • To ask adults for help if worried or have problems accessing information 	<ul style="list-style-type: none"> • Understands that logical reasoning is needed to predict the behaviour of simple programs (beebots) • Understand they can use technology purposefully to simple create documents (typing short text, creating artwork) • Name a range of devices and understand which fine motor skills are needed to control which device (iPad, mouse, keyboard) • Understand that they can create digital content • Knowing who to approach if worried or unsure when using technology
Formal NC KS1 Computing (2019)	<ul style="list-style-type: none"> • Create their own simple digital content on a range of devices • Choose the appropriate technology to fulfil a given task • Give a set of instructions to control a range of digital devices and debug errors • Recognise simple examples of when and why people use technology • Be able to retrieve and edit digital content • Can find information on the internet using a basic search • Consolidate fine motor skills associated with controlling a range of devices • Use technology safely and respectfully, keeping personal information private • To access, save and retrieve information from a range of different devices 	<ul style="list-style-type: none"> • Understand what algorithms (instructions) are and how they are implemented as programs on digital devices • To know how to create and debug simple programs • Know that technology can be purposefully used to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Understand a range of functions needed to control which device (capital letters, shift, arrows etc) • Aware that some information can be private or public and that some online content is inappropriate • Identify where to go for help and support when they have concerns on a device • Demonstrate understanding that information and media can be stored on a digital device