LONG-TERM SEQUENCE FOR COMPUTING including Digital Literacy/E-Safety

Early Years Foundation Stage – Key Stage 1

		ELG	Key Vocabulary to be developed in EYFS	How this is achieved in EYFS	Computing KS1 National Curriculum
Specific Area of Learning Understanding the World – Computing		No specific computing ELG's but Computing links to many other ELG's • ELG 1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions. • ELG 5 work and play cooperatively and take turns with others. • ELG 14 Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.** **Knowledge Statements for EYFS** • I know how to play a on a touch screen game and use computers/keyboards/mouse in role play • I know how to type letters with increasing confidence using a keyboard and tablet • I know how to dictate short, clear sentences into a digital device. • I know how to identify a chart • I know how to sort physical objects, take a picture and discuss what I have done • I know how to present simple data on a digital device • I know how to record my voice over a picture • I know how to create a simple digital collage • I know how to move and resize images with my fingers or mouse • I know how to animate a simple image to speak in role • I know how to create simple animation to tell a story including more than one character • I know the difference between photography and video	• Computer, keyboard, device, tablet, dictate, tye • Chart, sort, data, count, list • Record, image, digital, collage, move, resize, pinch • Animation, character, record • Photography, video, record, camera roll, play, pause, microphone • Photograph, digital, paint, capture • Scan, image, 360, digital image • Record, sound, microphone, echo • Instruction, follow, first, next • Mouse, touch screen, move, command, device • Online, offline, communicate, internet, information, feelings, rules **Linked to C&L pupils will:** • Ask questions to find out more and to check they understand what has been said to them. • Describe events in some detail. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Children can select a range of devices to explore and develop during continuous provision. This can include but not limited to: - laptops, IWB, iPads, bee bots, USB microphones, cameras, remote controlled toys, battery operated trains, metal detectors, writing tablets, light boxes. Children will have planned specific Computing lessons throughout the year. **Activity examples:** • Using Pic Collage to take a photo and use tools to make their own Superhero disguises. • Learning how to use a bee bot, unplugged physical activity too before using the bee bots. • Using iPads to sort photographs of objects into different criteria. • Awesome Autumn garland patterns (Barefoot) • Winter warmer activities • Animated bugs – using Puppet Pal to talk about minibeast facts the children have learnt • Summer Fun map activites - unplugged • Project Evolve Digital Literacy activities	Subject content Key stage 1 Pupils should be taught to: • 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 about content or contact on the internet or other online technologies.

- I know how to record a short film using the camera
- I know how to record and play a film
- I know how to watch films back
- I know how to take a photograph
- I know how to take a photograph and use it in an app
- I know how to use a painting app and explore paint and brush tools
- I know how to scan a QR code
- I know how to explore a 360 image
- I know how to talk about AR objects in class
- I know how to record sounds with different resources
- I know how to find ways to change your voice (tube, tin, can, shouting to create an echo)
- I know how to record sounds/voices in storytelling and explanations
- I know how to follow simple oral instructions
- I know how to spot simple patterns, such as similarities and differences
- I know how to sequence simple familiar tasks
- I know how to use a mouse, touch screen, or appropriate access device to target and select options on screen
- I know how to input a simple sequence of commands to control a digital device with support

Knowledge Statements for Digital Literacy
- I can recognise that I can say no/ please stop/ I'll tell/ I'll ask to somebody who asks me to do something that makes me feel sad, embarrassed or upset
- I can explain how this could be either in real life or online
- I can recognise some ways in which the internet can be used to communicate
- I can give examples of how I might use technology to communicate with people I know
- 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 rules that help keep us safe and healthy in and beyond the home when using technology - I can give some simple examples of these rules - I can identify some simple examples of my personal information (e.g names, address, birthday, age, location) - I can describe who would be trustworthy to share this information with – I can explain why they are trusted - I know that work I create belongs to me - I can name my work so that others know it belongs to me.			