

Computing Pre-National Curriculum Expectations

E safety

To 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

To begin to recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Definitions:

- ★ **Digital Literacy** - 'Online safety' – using technology safely, respectfully and responsibly. To be taught a range of ways to report concerns they have. How to evaluate content and consider how reliable information they find online is. The ability to operate a range of digital mobile devices.
- ★ **Information technology** - Creation, organisation and manipulation of digital content including audio, images and film . How to use search technologies effectively and analyse, present and evaluate data.
- ★ **Computer science** - Interacting with data and information that can be represented in the form of a program. To use algorithms to manipulate, store and communicate digital information. Designing software systems.

Engagement (C)	The Pupil Can	
	Digital Literacy	Greet known people in appropriate ways
		Initiate interactions with familiar adults
		Initiate familiar activities
		Accept help from an adult
		Access familiar applications with some independence
		Begin to explore digital devices with some prompt
		To watch a video clip, at least 1 minute long
	Information Technology	Respond to options and choices with actions or gestures
		Actively explore objects for extended period (at least 2 minutes)
		Actively explores an event for extended period (at least 2 minutes)
		Recognise themselves in a image
		Selects preferred musical instrument
	Computer Science	Remember learned responses over series of interactions
		Anticipate known events [for example, looking at the monitor screen as they activate a simple switch]
		Apply potential solutions systematically [e.g. pressing a switch repeatedly after the power source has been turned off]
		Operating one switch rather than another to achieve a desired result
		Presses switch to activate object
		Presses and releases control device with physical prompt

Computing Pre-National Curriculum Expectations

		Use whole hand to press a control device without support
		Choose to play with a cause and effect toy / resource
Pre-Entry (C1a)	The Pupil Can:	
	Digital Literacy	Access online content with support
		Make an intentional choice between a limited selection of digital resources
		Take turns in game for adult help.
		Waits turn patiently with adult help.
	Information Technology	Intentionally explore digital devices
		Make something happen intentionally on a digital device
		Press play/stop button on media player
		Show pleasure when certain sounds / images are presented.
		Points to favourite image
		Control devices experienced e.g. finger button, hand button, spacebar, mouse, touch sensitive keyboard, touch screen
		Play simple instruments e.g. triangle, drum, tambourine, chime bar, rain stick.
		Sequences 2 pictures
		Matches picture to object
		Make choices between three objects
		Show pleasure when certain sounds / images are presented
		Computer Science
	Recognise that an action produces a predictable result	
	Aware that pressing constantly may change the outcome	
	Pushes an object with some control to another person.	
Choose whether or not to use a control device		
Entry (C1b)	The Pupil Can:	
	Digital Literacy	Identify and access online content
		Make an intentional choice between a selection of digital resources or devices
		Shows pleasure in sharing an activity with an adult

Computing Pre-National Curriculum Expectations

	Information Technology	Use technology to explore and access content
		Select basic options within a familiar application
		Respond to on-screen cues to make something happen
		Recognises self / familiar people in photographs
		Listens with headphones
		Responds to change in picture
		Respond to changes in sound or music
		Sequence 3 pictures
	Computer Science	Know they can use technology to control things around them
		Follow an instruction when operating a range of digital devices
		Understands one to one correspondence between switch press and action
		Recognise the success or failure of an action
		Repeat sequence of actions
		Presses switch with fingers
		Use a toy with buttons i.e. cash register
		Track movement across a screen showing reaction at appropriate point
		Observes printout from photo copier / printer
	Emerging (C2a)	The Pupil Can:
Digital Literacy		Recognise that there are different technologies that serve different purposes
		Identify the appropriate technology from a choice of 2 to fulfil a task
		Can pay attention to the adult working with them
		Responds to the activity of another person
		Show signs of wanting to take control in an activity
Information Technology		Create their own simple digital content
		Independently operate a digital device to fulfil a familiar task
		Choose media from a selection for a given purpose
		Understands that the switch needs to be pressed at a particular point (in time or space) to achieve the desired result
		Watches self / familiar people on a clip

Computing Pre-National Curriculum Expectations

		Recognises speech of a familiar person
		Select a specified picture from a 3 by 3 matrix on the computer
		Sequence 5 step event on screen
		Touch a specific image on a screen
	Computer Science	Can follow simple instructions in order to control digital devices
		Operates a range of toys consistently e.g. pull cord, pull back car, push button, Jack in a box/spin top
		Understands in a two switch activity that each switch triggers a separate action
		Press go switch on floor turtle to make it repeat action
		Understands that the switch needs to be pressed at a particular point (in time or space) to achieve the desired result
		Is frustrated when he/she fails to press the switch at the desired point (shows awareness but not control)
Emerging (C2b)	The Pupil Can:	
	Digital Literacy	Understand that they can access the same content on different devices
		Use a range of technologies in and out of school
		Choose the appropriate technology to fulfil a given task from a small choice
		Understand that they can create digital content
		Accept when they are told 'no' to accessing content
		Are able to log-in to a computer independently
		Aware that plugs can be dangerous
	Information Technology	Choose between two switches to create preferred effect
		Activate switch to control horizontal movement - almost on target
		Activate switch to control horizontal movement - on target
		Activate switch to control vertical movement- almost on target
		Activate switch to control vertical movement- on target
		State a clear preference for a form of access to technology e.g. switch, touch screen or keyboard
		Recognises that images on a monitor can represent reality
Recognise a printer symbol as matching than on a screen		

Computing Pre-National Curriculum Expectations

		Use space bar as switch
	Computer Science	Give an instruction to control a digital device
		Try another approach if the first doesn't succeed
		Input simple operation with a floor turtle
		Find a use for a switch when it is offered, exploring to see how it operates
Foundation (C3a)	The Pupil Can:	
	Digital Literacy	Can find information on familiar websites
		Understand that they can create digital content
		Choose the appropriate technology to fulfil a given task
		Are aware that some online content is inappropriate
		Are aware that information can be private or public
		Select program from logos
	Information Technology	Select media to convey information
		Present information by combining media, with support
		Press switch at appropriate moment e.g. to hit target
		Demonstrate understanding that information and media can be stored on a digital device
		Choose from a limited choice of software the best for the purpose
		Use a switch to complete an image or sound on a screen
		Familiar with QWERTY keyboard
	Computer Science	Follow a short sequence of instructions to operate a digital device
		Give simple instructions to control a range of digital devices
		Understand that digital devices can be controlled in different ways
		Appreciate that changing instructions can change outcomes
		Identify the steps of a known task
		Try alternative approaches in order to achieve a goal
		Use a remote control toy
	Foundation C3b	The Pupil Can:
Digital Literacy		Recognise simple examples of when and why people use technology
		Understand they can share digital content

Computing Pre-National Curriculum Expectations

		Understand that digital content can be edited
		Can find information on the internet using a basic search
		Recognise inappropriate content and know they should tell an appropriate adult
		Recognise what information should be kept private
		Know their personal information
	Information Technology	Present information and ideas by combining media independently
		Independently use a range of digital resources and media for different purposes
		Name objects with switches
		To show awareness that there are a variety of sources for information
		Discuss the task to complete
	Computer Science	Understand that we control digital devices by giving them instructions.
		Can list the steps of a known task in order
		Independently follow a short sequence of instructions to achieve a specific outcome
		Create a short sequence of instructions to control a digital device
		Edit/refine a sequence of commands.
Use various tools Inc. brushes, pens, lines, fill, spray and stamps.		
Move the turtle to a specified destination		
Generate a sequence of instructions including 'right angle' turns.		