



## Progression of Computing – Digital Literacy

	KNOWLEDGE	PERFORMANCE OF SKILLS
EYFS	<p>Despite computing not being explicitly mentioned within the <a href="#">Early Years Foundation Stage (EYFS) statutory framework</a>, there are many opportunities for young children to use technology to solve problems and produce creative outcomes. In particular, many areas of the framework provide opportunities for pupils to develop their ability to use computational thinking effectively, such as through undertaking projects involving the concepts and approaches which develop skills needed to access the National Curriculum when they transfer into year 1. Here is a sample of the things we do at Chilton to develop Computing skills.</p> <ul style="list-style-type: none"> <li>- Taking a photo using an iPad</li> <li>- Use of directional and positional language</li> <li>- Following instructions</li> <li>- Access to devices such as laptops, phones, tills, scanners, remote control toys, Purple Mash, online interactive board games.</li> </ul>	
Year 1	<b>Unit: Digital Literacy</b>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can sometimes say what technology is.</li> <li>• Can give examples of technology in the world.</li> <li>• Can sometimes keep login information safe.</li> <li>• Can sometimes save work in a safe place.</li> <li>• Can sometimes compare objects with and without modern technology.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can say what technology is.</li> <li>• Can give examples of technology in the world.</li> <li>• Can keep login information safe.</li> <li>• Can save work in a safe place.</li> <li>• Can compare objects with and without modern technology.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can always say what technology is.</li> <li>• Can always give examples of technology in the world.</li> <li>• Can always keep login information safe.</li> <li>• Can always save work in a safe place.</li> <li>• Can always compare objects with and without modern technology.</li> </ul>
	<b>Prior knowledge</b>	
	<ul style="list-style-type: none"> <li>• To know what technology is.</li> <li>• To know what uses old or new technology.</li> <li>• To understand the importance of keeping information safe.</li> </ul>	
Year 2	<b>Unit: Digital Literacy</b>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can sometimes find information in a search engine.</li> <li>• Can sometimes share work and communicate electronically.</li> <li>• Can sometimes report unkind behaviour and things that are upsetting online.</li> <li>• Can sometimes see where technology is used in the world.</li> </ul>
	<b>Prior knowledge</b>	
	<ul style="list-style-type: none"> <li>• To understand the importance of keeping information safe.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To know what a search engine is.</li> </ul>	



	<ul style="list-style-type: none"> <li>• To know the consequences of not searching online in a safe way.</li> <li>• To know how to report online.</li> <li>• To understand that skills built in programs can be used in adult life.</li> <li>• To share effective searching knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Can sometimes recognise links between technology, coding and multimedia.</li> <li>• Can sometimes know how things are shared electronically.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can find information in a search engine.</li> <li>• Can share work and communicate electronically.</li> <li>• Can report unkind behaviour and things that are upsetting online.</li> <li>• Can see where technology is used in the world.</li> <li>• Can recognise links between technology, coding and multimedia.</li> <li>• Can know how things are shared electronically.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can always find information in a search engine.</li> <li>• Can always share work and communicate electronically.</li> <li>• Can always report unkind behaviour and things that are upsetting online.</li> <li>• Can always see where technology is used in the world.</li> <li>• Can always recognise links between technology, coding and multimedia.</li> <li>• Can always know how things are shared electronically.</li> </ul>
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Year 3	<p><b>Unit: Digital Literacy</b></p>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can sometimes create a secure password.</li> <li>• Can sometimes behave respectfully online.</li> <li>• Can sometimes use communication tools respectfully.</li> <li>• Can sometimes report unacceptable content and contact online.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can create a secure password.</li> <li>• Can behave respectfully online.</li> <li>• Can use communication tools respectfully.</li> <li>• Can report unacceptable content and contact online.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can always create a secure password.</li> <li>• Can always behave respectfully online.</li> </ul>
	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand the importance of keeping information safe.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• To know what a secure, strong password is.</li> <li>• To explain the importance of having a secure password.</li> <li>• To know not to share passwords with others.</li> <li>• To explain the negative consequences of not keeping passwords safe.</li> <li>• To understand the importance of keeping safe online.</li> <li>• To know how to report online.</li> </ul>	



		<ul style="list-style-type: none"> <li>• Can always use communication tools respectfully.</li> <li>• Can always report unacceptable content and contact online.</li> </ul>
Year 4	<b>Unit: Digital Literacy</b>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can sometimes demonstrate how to use different online technologies safely.</li> <li>• Can sometimes demonstrate how to use a few different online services safely.</li> <li>• Can sometimes recognise that personal wellbeing can be affected by technology.</li> <li>• Can sometimes report concerns about content and contact online.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate how to use different online technologies safely.</li> <li>• Can demonstrate how to use a few different online services safely.</li> <li>• Can recognise that personal wellbeing can be affected by technology.</li> <li>• Can report concerns about content and contact online.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>• Can always demonstrate how to use different online technologies safely.</li> <li>• Can always demonstrate how to use a few different online services safely.</li> <li>• Can always recognise that personal wellbeing can be affected by technology.</li> <li>• Can always report concerns about content and contact online.</li> </ul>
	<b>Prior knowledge</b>	
	<ul style="list-style-type: none"> <li>• To understand the importance of keeping information safe.</li> <li>• To understand the importance of keeping safe online.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To have a good understanding of online safety rules.</li> <li>• To know what online technologies are.</li> <li>• To know what online services are.</li> <li>• To know about the right to privacy on and offline.</li> <li>• To know immediate strategies to keep safe online.</li> </ul>	
Year 5	<b>Unit: Digital Literacy</b>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>• Can sometimes demonstrate the safe and respectful use of different online technologies and online services.</li> <li>• Can sometimes relate appropriate online behaviour to the right to have personal privacy.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>• Can demonstrate the safe and respectful use of different online technologies and online services.</li> <li>• Can relate appropriate online behaviour to the right to have personal privacy.</li> </ul> <p><b>Some children (GDS)</b></p>
	<b>Prior knowledge</b>	
	<ul style="list-style-type: none"> <li>• To understand the importance of keeping information safe.</li> <li>• To understand the importance of keeping safe online.</li> <li>• To know immediate strategies to keep safe online.</li> </ul>	
	<ul style="list-style-type: none"> <li>• To have secure knowledge of online safety rules.</li> </ul>	



	<ul style="list-style-type: none"> <li>To know how to not let personal wellbeing or others' be affected by the use of online technologies and services.</li> </ul>	<ul style="list-style-type: none"> <li>Can always demonstrate the safe and respectful use of different online technologies and online services.</li> <li>Can always relate appropriate online behaviour to the right to have personal privacy.</li> </ul>
<p>Year 6</p>	<p><b>Unit: Digital Literacy</b></p> <p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>To have secure knowledge of online safety rules.</li> </ul> <ul style="list-style-type: none"> <li>To use critical thinking to help stay safe online.</li> <li>To know the value of protecting own and others' privacy and online.</li> </ul>	<p><b>All children (WTS)</b></p> <ul style="list-style-type: none"> <li>Can sometimes demonstrate safe and respectful use of a range of different technologies and online services.</li> <li>Can sometimes identify more discrete inappropriate behaviours online.</li> </ul> <p><b>Most children (EXS)</b></p> <ul style="list-style-type: none"> <li>Can demonstrate safe and respectful use of a range of different technologies and online services.</li> <li>Can identify more discrete inappropriate behaviours online.</li> </ul> <p><b>Some children (GDS)</b></p> <ul style="list-style-type: none"> <li>Can always demonstrate safe and respectful use of a range of different technologies and online services.</li> <li>Can always identify more discrete inappropriate behaviours online.</li> </ul>