Kingsland School

Computing: Progression Map

Subject-specific Curriculum

Key Vocabulary is in **bold.** This is the typical vocabulary teachers will use in lessons. Some of this vocabulary may be used by pupils whose expressive language is at an appropriate level, but the expectation of pupils to do this will be judged by teachers with the overall communication needs of each pupil in mind.

NB. Whilst the coverage of knowledge & skills is the same between the SLD and SCERTS subject-specific curriculum pathway, SCERTS computing teaching will often be within a functional context in line with the overall aims and approaches of SCERTS-based teaching.

Computing progression map:– subject specific curriculum **Skills for Life:** Computer Science / Information Technology

Experience & Explore

Some maybe too hard?

- Have access to and be supported to use computers and other technological equipment, including equipment used for communication purposes e.g. **switches**.
- Use technology to support learning, with adult support e.g. electric food mixer in cookery.
- Follow simple instructions adult when using computing equipment, with adult support e.g. **on, off, press, go, stop**.
- Begin to make choices when using technology e.g. demonstrating preferences between apps on an **ipad** or between different programmes on the **interactive classroom screen.**

Embed & Recall

- Identify sources of technology around school e.g. **ipads, ipods, beebots, laptops, desktops, radios, cookery equipment, sensory pod/room** etc.
- Use technology for a specific purpose e.g. taking **photos** for an art project.
- Explore technology throughout a range of media e.g. playing music independently.
- Follow simple instructions independently when using computing equipment e.g. **on, off, press, go, stop**.
- Identify parts of computer related equipment e.g. **ipad, mouse, keyboard, screen, switch, plug, charger.**

Awareness & Application in real life contexts

- Independently operate a range of technological **equipment** including **computers**, **ipad, cameras** and other electronic devices.
- Identify sources of technology in the wider world e.g. accessible push buttons on doors, **cash machines, pedestrian crossings, contactless payments, online shopping** etc.
- Use technology to enhance learning across subjects e.g. make a **PowerPoint** or create **digital** artwork.
- Use technology confidently within a range of media e.g. music, **videos** or **devices** to control.
- Use vocabulary related to computing and technology confidently, following more complex instructions using this vocabulary e.g. **open, close, save, print, delete, photocopy, email, copy/paste, internet, search, log on, change font style/size, retrieve work** (see online safety terminology).

Computing progression map:– subject specific curriculum **Skills for life:** Digital Literacy

Experience & Explore

- Make choices/show preferences between different programs, icons and applications on the computer and **ipads**, with support to use them (e.g. physical support).
- Use a **touch screen**, **switch** or **mouse** to activate cause and effect programs and equipment.
- Attend to the internet for a purpose, with support.
- Experience recording of own voice and respond to/recognise recording of own voice.
- **Press** buttons to operate computing equipment, with support e.g. the **play** button to hear back a recording.
- Turn equipment **on** and **off**, with support.

Embed & Recall

- Use a **keyboard**, computer **mouse** or **touch screen** to access technology, with support where required (e.g. physical support).
- Send and receive information via **email**, with the support of an adult.
- Recognise the internet icon on a computer.
- Know how to open a programme from an icon, i.e. double click.
- Be aware of how to copy and paste **text/ pictures**.
- With support, create a document of information e.g. using **Inprint, Word.**
- **Type** own name on work, with support where required (e.g. for spelling).
- **Record** sound/voice using **microphone** linked to a **computer/ipad.**

Awareness & Application in real life contexts

- Understand the different functions on a **keyboard**, including the **delete** button, **space bar** & **num lock**.
- Independently send an **email**, attaching a **document** or **photo file** if required.
- Use technology to present information e.g. **powerpoint**, **publisher** etc.
- Use technology purposefully to create, organise, store, manipulate and **retrieve digital content.**
- Use voice control on devices, e.g. on **google** to find out information or on an **ipad** to write sentences using the *notes* function.
- Explore the **internet** safely and use it to **research**.
- Understand that there are different **web browsers** e.g. Chrome, Edge etc.
- **Copy** and **paste text** and **pictures** from a

Computing progression map:– subject specific curriculum

Skills for life: E safety

Experience & Explore

- Respond differently to familiar adults (e.g. school staff) and strangers
- Greet less familiar adults and strangers appropriately
- Ask for and tolerate **help** from a familiar or trusted adult when it is needed.
- Develop an understanding of own belongings.
- Follow simple instructions adult when using computing equipment, with adult support e.g. **on, off, press, go, stop**.

Embed & Recall

- Experience the internet and talk about what they are doing whilst using the internet, with an adult.
- Understand the difference between the terms **friend** and **stranger.**
- Name and point out some equipment associated with communication over the internet e.g. **webcam.**
- Organise own belongings and show understanding of keeping things **safe**.
- Handle computing equipment safely and appropriately, **locking** things away when needed.
- Take **photographs** around school, remembering to **ask permission** before taking photographs of other people.
- Inform an adult that they need **help** when using technology.

Awareness & Application in real life contexts

- Know how to **log on** and **log off** a computer securely using a **username** and **password**.
- Understand how to save **passwords** using **auto-save** and how to keep **passwords safe**, including how to store them **privately** etc.
- Understand that some information should be kept **private** e.g. **passwords**, **PIN numbers** etc.
- **Send** and **receive/open emails** safely, with support.
- Be aware of the risks of clicking on **links** or opening emails that might be **suspicious.**
- Be aware of equipment/functions associated with communication over the internet e.g. **webcam, chat room/**function and know how to keep themselves safe around these
- Know where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Be aware of other types of technology e.g. **zoom, what's app, facetime, gaming** and what these tools are.
- Know what a **digital footprint** is