COMPUTING VOCABULARY MAP			
STRAND	**EYFS**	**Year One**	**Year Two**
DIGITAL LITERACY	electronic equipment, worried, secret, help, belonging to you, work with others, give messages, question, game, program	email address, cyberbullying, block others, research, application	technology, personal information, private, communication, collaboration, cyberbullying, zip, block, flag it (screen cross code), browse, search engine, filter, email is an electronic message, piracy, plagiarism, virus, spam, safety, accuracy, copy, browser,
INFORMATION TECHNOLOGY	draw, icon, pencil tool, brush tool, spray tool, flood fill, shapes, interactive board/pen, mouse, touchpad, key, keyboard, space bar, back space (to delete), keep work (save), game, program, information	make (create), sort out (organise), save/keep your work safe (store), make changes to your work (manipulate), find where you saved your work (retrieve), log on, log off, open, look for work (search), icons, enter, delete, punctuation keys, image, show to others (present), electronic device, combine, compose,	create, organise, store, manipulate, retrieve, work completed on a digital device (digital content), edit, crop, audio, sound, record, zoom in/out, transition, customise motion, transition, login, search, a group of computers that can talk to each other / share (network), present, technology, italic, bold, spellchecker, copy, paste, cut, underline, multimedia
COMPUTER SCIENCE	Give a command / instruction by telling someone or something to do, programmable toy, remote control, stop, go, forward,	put in place your ideas (implement), how/when a task is finished (execute), tell a computer what to do/give an instruction, error (bug),	algorithm, implement, execute, bug, find mistakes and fix them (debug), predict, logical reasoning, control, sequence, select, repetition, input, output

	backwards, on, off, problem/error/fault/mistake, move, button, press	what we think will happen, order your thinking and ideas (logical	

COMPUTING KNOWLEDGE AND SKILLS				
STRAND	**EYFS**	**Year One**	**Year Two**	**Knowledge needed and cross curricular links**
Digital Literacy Recognise common uses of information	**E-safety:** I can ask an adult when I want to use the Internet. • I can tell an adult when something worrying or unexpected happens	**E-safety:** •I can keep my password private. • I can tell you what personal information is.	**E-safety:** I can explain why I need to keep my password and personal information private.	**EYFS** Knows that information can be retrieved from computers Uses ICT hardware to interact with age-

technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support	while I am using the Internet. • I can be kind to my friends. • I can talk about the amount of time I spend using a computer / tablet / game device. • I am careful with technology devices. **Technology in our lives:** I can tell you about technology that is used at home and in school. • I can operate simple equipment. • I can use a safe part of the Internet to play and learn.	• I can tell an adult when I see something unexpected or worrying online. • I can talk about why it's important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules. **Technology in our lives:** I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information.	• I can describe the things that happen online that I must tell an adult about. • I can talk about why I should go online for a short amount of time. • I can talk about why it is important to be kind and polite online and in real life. • I know that not everyone is who they say they are on the Internet. **Technology in our lives:** • I can tell you why I use technology in the classroom. • I can tell you why I use	appropriate computer software. **Children recognise that a range of technology is used in places such as homes and schools.** **Year 1** Should be taught: recognising common uses of information technology beyond school; using technology safely and respectfully; the need to keep personal information private; where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

		• I can begin to identify some of the benefits of using technology.	technology in my home and community. • I am starting to understand that other people have created the information I use. • I can identify benefits of using technology including finding information, creating and communicating. • I can talk about the differences between the Internet and things in the physical world.	**Year 2** Should be taught: recognising common uses of information technology beyond school; using technology safely and respectfully; the need to keep personal information private; where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.
Information Technology Information Technology.	**Handling Data:** I can tell you about different kinds of information such as pictures, video, text and sound.	**Handling Data:** • I can talk about the different ways in which information can be shown. • I can use technology to collect information,	**Handling Data:** • I talk about the different ways I use technology to collect information, including a	**EYFS** Completes a simple program on a computer. Uses ICT hardware to interact with age-

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	**Multimedia:** • I can move objects on a screen. • I can create shapes and text on a screen. • I can use technology to show my learning.	including photos, video and sound. • I can sort different kinds of information and present it to others. • I can add information to a pictograph and talk to you about what I have found out. **Multimedia:** • I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again.	camera, microscope or sound recorder. • I can make and save a chart or graph using the data I collect. • I can talk about the data that is shown in my chart or graph. • I am starting to understand a branching database. • I can tell you what kind of information I could use to help me investigate a question. **Multimedia:** • I can use technology to organise and present my ideas in different ways.	appropriate computer software. **Year 1** Should be taught: using technology purposefully to create; using technology purposefully to organise; using technology purposefully to store; using technology purposefully to manipulate; using technology purposefully to retrieve; **Year 2** Should be taught: using technology purposefully to create;

			• I can use the keyboard on my device to add, delete and space text for others to read. • I can tell you about an online tool that will help me to share my ideas with other people. • I can save and open files on the device I use.	using technology purposefully to organise; using technology purposefully to store; using technology purposefully to manipulate; using technology purposefully to retrieve;
Computer Science Understand what algorithms are; how they are implemented as programs	• I can make a floor robot move. • I can use simple software to make something happen. • I can make choices about the buttons and icons I press, touch or click on.	• I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want.	• I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions. • I can tell you the order I need to do things to make something happen	**EYFS** Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,

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.		• I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program.	and talk about this as an algorithm. • I can program a robot or software to do a particular task. • I can look at my friend's program and tell you what will happen. • I can use programming software to make objects move. • I can watch a program execute and spot where it goes wrong so that I can debug it.	movements or new images. **Year 1** Should be taught: algorithms and what they are; how algorithms are implemented as programs on digital devices; programs and how to execute by following precise and unambiguous instructions; using logical reasoning to predict the behaviour of simple programs; **Year 2** Should be taught:

				algorithms and what they are; how algorithms are implemented as programs on digital devices; programs and how to execute by following precise and unambiguous instructions; creating and debugging simple programs; using logical reasoning to predict the behaviour of simple programs