

Computing Chris Quigley skills Updated 2022

Threshold Concept	EYFS		Milestone 1	Milestone 2	Milestone 3
<p>Code This concept involves developing an understanding of instructions, logic and sequences.</p>	<p>Give commands/instructions e.g. forward, backwards, go, stop, when using simple software/hardware</p> <p>Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe)</p>	Motion	<ul style="list-style-type: none"> Control motion by specifying the number of steps to travel, direction and turn. 	<ul style="list-style-type: none"> Use specified screen coordinates to control movement. 	<ul style="list-style-type: none"> Set IF conditions for movements. Specify types of rotation giving the number of degrees.
		Looks	<ul style="list-style-type: none"> Add text strings, show and hide objects and change the features of an object. 	<ul style="list-style-type: none"> Set the appearance of objects and create sequences of changes. 	<ul style="list-style-type: none"> Change the position of objects between screen layers (send to back, bring to front).
		Sound	<ul style="list-style-type: none"> Select sounds and control when they are heard, their duration and volume. 	<ul style="list-style-type: none"> Create and edit sounds. Control when they are heard, their volume, duration and rests. 	<ul style="list-style-type: none"> Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.
		Draw	<ul style="list-style-type: none"> Control when drawings appear and set the pen colour, size and shape. 	<ul style="list-style-type: none"> Control the shade of pens. 	<ul style="list-style-type: none"> Combine the use of pens with movement to create interesting effects.
		Events	<ul style="list-style-type: none"> Specify user inputs (such as clicks) to control events. 	<ul style="list-style-type: none"> Specify conditions to trigger events. 	<ul style="list-style-type: none"> Set events to control other events by 'broadcasting' information as a trigger.
		Control	<ul style="list-style-type: none"> Specify the nature of events (such as a single event or a loop). 	<ul style="list-style-type: none"> Use IF THEN conditions to control events or objects. 	<ul style="list-style-type: none"> Use IF THEN ELSE conditions to control events or objects.
		Sensing	<ul style="list-style-type: none"> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). 	<ul style="list-style-type: none"> Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions). 	<ul style="list-style-type: none"> Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.
		Variables and lists	<ul style="list-style-type: none"> From Year 3 onwards. 	<ul style="list-style-type: none"> Use variables to store a value. Use the functions define, set, change, show and hide to control the variables. 	<ul style="list-style-type: none"> Use lists to create a set of variables.
		Operators	<ul style="list-style-type: none"> From Year 3 onwards. 	<ul style="list-style-type: none"> Use the Reporter operators <p>() + ()</p> <p>() - ()</p>	<ul style="list-style-type: none"> Use the Boolean operators <p>() < ()</p> <p>() = ()</p> <p>() > ()</p> <p>()and()</p> <p>()or()</p> <p>Not() to define conditions.</p>

				<p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p>	<ul style="list-style-type: none"> • Use the Reporter operators <p>() + ()</p> <p>() - ()</p> <p>() * ()</p> <p>() / () to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>
<p>Connect</p> <p>This concept involves developing an understanding of how to safely connect with others.</p>	<p>In addition to our Online Safety curriculum Recognise technology that is used at home and in school.</p> <p>Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc.</p>		<ul style="list-style-type: none"> • Participate in class social media accounts. • Understand online risks and the age rules for sites. 	<ul style="list-style-type: none"> • Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying. • Understand how online services work. 	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online.

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					<ul style="list-style-type: none"> • Understand how simple networks are set up and used.
<p>Communicate This concept involves using apps to communicate one's ideas.</p>	<p>Experience simple apps and software and use these to present ideas.</p> <p>Make choices about the buttons/icons to press, touch or click on when using simple software/hardware.</p> <p>Manage a device by correctly closing websites or apps and safely turning on and off.</p> <p>Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).</p>		<ul style="list-style-type: none"> • Use a range of applications and devices in order to communicate ideas, work and messages. 	<ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. 	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications.
<p>Collect This concept involves developing an understanding of databases and their uses.</p>			<ul style="list-style-type: none"> • Use simple databases to record information in areas across the curriculum. 	<ul style="list-style-type: none"> • Devise and construct databases using applications designed for this purpose in areas across the curriculum. 	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.