



Computing Progression Documents

Areas of Study	EYFS	Year 1	Year 2
Computer Science	Development Matters:	National Curriculum: Pupils should be taught to: <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs 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 	
	<ul style="list-style-type: none"> • I can give clear verbal instructions on how to complete a given task. • I can program a given set of simple instructions into a Beebot following visual and verbal cues. • I can give a Beebot simple instructions to get to a specific place on a Beebot mat. 	<ul style="list-style-type: none"> • I can explain that an algorithm is a set of instructions (1.4, 1.5) • I know that a computer program turns an algorithm into code that the computer can understand. (1.4, 1.7) • I can work out what is wrong when the steps are out of order in instructions (1.4, 1.5) • I can try and fix my code if it isn't working properly (1.7) • I can read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program (1.5, 1.7) 	<ul style="list-style-type: none"> • I can explain an algorithm is a set of instructions to complete a task. (2.1) • I know I need to carefully plan my algorithm so it will work when I make it into code. (2.1) • I can design a simple program using 2Code that achieves a purpose. (2.1) • I can find and correct some errors in my program. (2.1) • I can show a growing awareness of the need for logical, programmable steps in my program designs. (2.1)

		<ul style="list-style-type: none"> • I can make good guesses of what is going to happen in a program (1.5, 1.7) • I can interpret where the turtle in 2Go will end up at the end of the program. (1.5) 	<ul style="list-style-type: none"> • I can say what will happen in a Program. (2.1) • I can spot something in a program that has an action or effect (does something). (2.1)
Information Technology	Development Matters: <ul style="list-style-type: none"> • 	National Curriculum: Pupils should be taught to: <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content, 	
	<ul style="list-style-type: none"> • I can select and use technology for a particular purpose (E.g. using a camera/iPad camera to take photos of the world around me; video a puppet show). • I can locate letters on a keyboard. • I can navigate a mouse on a screen to select specific places on the screen. • I can use the Ten Town app to support my maths learning. 	<ul style="list-style-type: none"> • I can sort sound, pictures and text. (1.2) • I can add sound, pictures and text to a program such as 2Create a Story. (1.6) • I can change content on a file such as text, sound and images. (1.3, 1.6, 1.7, 1.8) • I can name my work. (1.2, 1.3, 1.6, 1.7, 1.8) • I can save my work. (1.2, 1.3, 1.6, 1.7, 1.8) • I can retrieve my work. (1.2, 1.3, 1.6, 1.7, 1.8) • I can follow simple instructions to access online resources, 2DIY, 2Code, 2Count. (1.2, 1.3, 1.4, 1.7) 	<ul style="list-style-type: none"> • I can organise data - for example, using a database such as 2Investigate. (2.3, 2.4) • I can find data using specific searches - for example, using 2Investigate. (2.4, 2.5) • I can use several programs to organise information - for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. (2.4, 2.8) • I can edit digital data such as data in music composition software like 2Sequence. (2.7 and most units) • I can name, save and find my work. (2.3, 2.4, 2.6, 2.7, 2.8 & most units) • I can include photos, text and sound in my creations. (2.8, 2.6)

Digital Literacy	Development Matters: <ul style="list-style-type: none"> 	National Curriculum: Pupils should be taught to: <ul style="list-style-type: none"> Recognise common uses of information technology beyond school. 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. 	
	<ul style="list-style-type: none"> I will have access to "model"/broken technology in role play areas during the year. I recognise that computers/technology is in lots of different places that I know. 	<ul style="list-style-type: none"> I can say what technology is. (1.9) I can say what examples of technology are in school. (1.9) I can say what examples of technology are at home. (1.9) I can make a distinction between objects that use modern technology (microwave) and those that do not (a chair) (1.9) I understand the importance of keeping information such as my username and password private. (1.1 and most units) I can keep my login information safe. (1.1 and most units) I can save my work in a safe place such as 'My Work' folder. (1.1 and most units) 	<ul style="list-style-type: none"> I can find information I need using a search engine. (2.5) I know the consequences of not searching online safely. (2.2, 2.5) I can share work and communicate electronically - for example using 2Email or the display boards. (2.2 and others) I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2) I know ways of reporting inappropriate behaviours and content. (2.2) I can see where technology is used at school such as in the school office. (2.2) I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g., The program used for

			collecting money for school trips. (2.1)
Online Safety	Development Matters: <ul style="list-style-type: none"> 	National Curriculum: Pupils should be taught to: <ul style="list-style-type: none"> 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. 	
	<ul style="list-style-type: none"> I am beginning to recognise when I use the internet. I can ask a grown up for help if something unexpected happens. 	<ul style="list-style-type: none"> I understand the importance of keeping information such as my username and password private. (1.1 and most units) I can keep my login information safe. (1.1 and most units) I understand the importance of logging out when I have finished. (1.1. and most units) I can create and understand why an avatar is used. (1.1) 	<ul style="list-style-type: none"> I can report unkind behaviour and things that upset me online, to a trusted adult. (2.2) I know ways of reporting inappropriate behaviours and content. (2.2) I understand that information put online leaves a digital footprint or trail. (2.2) I can identify steps that can be taken to keep personal data and hardware secure. (2.2 and most units)

Year 1 and 2 progression of skills is taken from the Purple Mash Scheme of Work, the skills are taught in the units that are in the brackets.