



Computing Progression of Skills

| | Digital Literacy | Information Technology | Computer Science |
|---------------|---|---|--|
| EYFS | <ul style="list-style-type: none"> • Talk about good & bad choices in real life e.g. taking turns, saying kind things, helping others, telling an adult if something upsets you • Play appropriate games on the Internet • Talk about good and bad choices when using websites – being kind, telling a grown up if something upsets us & keeping ourselves safe by keeping information private | <ul style="list-style-type: none"> • Use a mouse to rearrange objects and pictures on a screen • Recognise text, images and sound when using ICT • Use a camera or sound recorder to collect photos or sound • Use paint programs to create pictures • Begin to use a keyboard • Develop an interest in ICT by using age-appropriate websites or programs | <ul style="list-style-type: none"> • Help adults operate equipment around the school, independently operating simple equipment • Use simple software to make things happen • Press buttons on a floor robot and talk about the movements • Explore options and make choices with toys, software and websites • Recognise purposes for using technology in school and at home |
| Year 1 | <ul style="list-style-type: none"> • Understand what is meant by technology and identify a variety of examples • Distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair. • Understand the importance of keeping usernames and passwords private and actively demonstrate this in lessons. • Save work in their own computer work folder. | Name, save and retrieve their work and follow simple instructions to access online resources | <ul style="list-style-type: none"> • Understand that an algorithm is a set of instructions to achieve an objective. • Know that an algorithm written for a computer is called a program. • Work out what is wrong with a simple algorithm when the steps are out of order • Write their own simple algorithm, e.g. Colouring in a Bird activity. • Know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code • Read a code in a program one line at a time and make good attempts to envision what is going to happen |

| | | | |
|----------------------|---|---|--|
| <p>Year 2</p> | <ul style="list-style-type: none"> • Retrieve relevant, purposeful digital content using a search engine • Know the implications of inappropriate online searches. • Begin to understand how things are shared electronically • Develop an understanding of using email safely • Know ways of reporting inappropriate behaviours and content to a trusted adult. | <ul style="list-style-type: none"> • Organise data using a database e.g., 2Investigate • Retrieve specific data from a database for conducting simple searches. • Edit more complex digital data such as music compositions within 2Sequence. • Confident when creating, naming, saving and retrieving content. • Use a range of media in digital content including photos, text and sound | <ul style="list-style-type: none"> • Explain that an algorithm is a set of instructions to complete a task. • Show an awareness of the need to be precise when creating algorithms so that they can be successfully converted into code. • Create a simple program that achieves a specific purpose. • Identify and correct some errors in programs, e.g., Debug Challenges: Chimp. • Program designs display a growing awareness of the need for logical, programmable steps. • Identify parts of a program that respond to specific events and initiate specific actions. E.g., write a cause and effect sentence of what will happen in a program |
|----------------------|---|---|--|