

Progression of Skills for Computing

EYFS Reception

Understanding the World

30-50 months

Knows how to operate simple equipment e.g. turns on CD player and uses remote control.

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, movements or new images.

Knows that information can be retrieved from computers

40-60 months

Completes a simple program on a computer.

Uses ICT hardware to interact with age-appropriate computer software.

ELG

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Exceeding

Children can find out about and use a range of everyday technology. They select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Progression of Skills for Computing

KS1	Year 1	Year 2	End of KS1 expectations
Computer science	<p>Know that an algorithm is the steps to carry out a task and that a computer program is a list of instructions for a computer to follow.</p> <p>Can give single instructions to a computer.</p> <p>To know that a bug is a problem in a computer system. To know that to debug a program is to fix a problem in a computer problem.</p> <p>Can follow instructions to give a sequence (list) of instructions to a computer.</p> <p>Can edit a line in a simple program to change what it does.</p> <p>Can recognise when a simple computer program runs correctly or when it has a bug.</p> <p>To know the purpose of the instruction that I give to a computer.</p> <p>Can follow the steps in a simple program.</p>	<p>To understand what an algorithm is (<i>precise instructions that have only one meaning</i>).</p> <p>To understand that algorithms are implemented as programs on digital devices.</p> <p>To understand that programs execute by following exact instructions (<i>can identify individual steps in a task</i>).</p> <p>Can create a program (<i>can write a simple program using a sequence of instructions</i>).</p> <p>Can debug a program (<i>can find and fix a bug</i>).</p> <p>Can use logical reasoning to predict the behaviour of simple programs (<i>e.g. predict how a simple program will behave and explain my prediction</i>).</p>	<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>To create and debug simple programs</p> <p>To use logical reasoning to predict the behaviour of simple programs</p>
Information Technology	<p>Can follow instructions to create basic digital outcomes using a variety of software (e.g. draw a picture, type in text, take a photo, record my voice).</p> <p>Can create basic digital outcomes using a variety of software (e.g. draw a picture, type in text, take a photo, record my voice).</p> <p>Can store work that I have created with a sensible name so that I can recognise it again.</p> <p>Can retrieve work that I have saved. Can manipulate (edit) basic digital content (e.g. format text, copy an image).</p>	<p>Can use technology purposefully to create digital content.</p> <p>Can use technology purposefully to organise and store my work (<i>can save my work</i>).</p> <p>Can use technology purposefully to manipulate (edit) my work (<i>can make decisions about my work and edit it to the way I want</i>)</p> <p>Can use technology purposefully to retrieve my work (<i>can organise my work so that I can retrieve it e.g. create folders</i>)</p>	<p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>

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<p>Digital Literacy</p>	<p>Can name common digital devices (e.g. laptop, tablet, smartphone). To know some things that can be done using a digital device. Can list some items of information that are personal. To know that I must be polite when I use technology to communicate. To know that I must tell an adult if anything on the internet makes me feel uncomfortable. To know that I must not give personal information to other people on the internet without the permission of an adult. To know that there are things on the internet that are not appropriate for me to use or see. To know that there are ways to report bad things on the internet. Can explore a website.</p>	<p>To know some ways in which information technology can be used outside school. Can use technology safely and respectfully.</p> <p>Understand the importance of keeping personal information private (<i>understand where to go to for help and support when they have concerns about content or contact on the internet or other online technologies</i>).</p> <p>Can find information on a website.</p>	<p>To recognise common uses of information technology beyond school</p> <p>To 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.</p>
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