

Computing Skills Progression Map



EYFS						
Communication and Language	Expressive Arts	Literacy	Mathematics	Physical development	PSED	Understanding the world
Role play e.g. talking on the phone	<p>Listening to music through different devices - radio, cd player, ipad, computer, IWB</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	Algorithms - sequencing stories using time connectives.	Position and direction	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Taking pictures on iPads</p>	Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'	<p>Taking pictures on iPads</p> <p>Educational videos</p> <p>Role play with technology e.g. phones, mouse, keyboard, monitor</p> <p>Early sequencing of everyday tasks e.g. getting ready in the morning.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Computer Science	Children understand that an algorithm is a set of instructions used to	Children can explain that an algorithm is a set of instructions to	Children demonstrate the ability to design and code a	When turning a real-life situation into an algorithm, the children's	Children may attempt to turn more complex real life situations into	Children are able to turn a more complex programming task

	<p>solve a problem or achieve an objective. They know that an algorithm written for a computer is called a program.</p> <p>Children can work out what is wrong with a simple algorithm when the steps are out of order, and can write their own simple algorithm. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.</p> <p>When looking at a program, children can read code one line at a time and make good attempts to envision the bigger</p>	<p>complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.</p> <p>Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors. Children's program designs display a growing awareness of the need for logical, programmable steps.</p> <p>Children can identify the parts of a program that respond to specific</p>	<p>program that follows a simple sequence. They experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.</p> <p>Children demonstrate the ability to design and code a program that follows a simple sequence. They</p>	<p>design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p> <p>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their</p>	<p>algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</p> <p>Children can translate algorithms that include sequence, selection, and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such</p>	<p>into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.</p> <p>Children translate algorithms that include sequence, selection and repetition into code and their own</p>
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	<p>picture of the overall effect of the program.</p>	<p>events and initiate specific actions. For example, they can write a cause and-effect sentence of what will happen in a program.</p>	<p>experiment with timers to achieve repetition effects in their programs.</p> <p>Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects. Children understand how variables can be used to store information while a program is executing.</p> <p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new</p>	<p>programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g., 2Code</p> <p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition, and variables. They can trace code and use</p>	<p>structures. They are combining sequence, selection, and repetition with other coding structures to achieve their algorithm design.</p> <p>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g., the use of tabs to organise code and the naming of variables.</p> <p>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal</p>	<p>designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions</p> <p>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a</p>
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			<p>knowledge of coding structures. For example, 'if' statements, repetition, and variables. They make good attempts to 'step through' more complex code in order to identify errors in algorithms and can correct this. e.g., traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p> <p>Children can list a range of ways that the internet can be used to provide different methods of communication. They can use some of these methods</p>	<p>step through methods to identify errors in code and make logical attempts to correct this. e.g., traffic light algorithm in 2Code. In programs such as Logo, they can 'read' programs with several steps and predict the outcome accurately.</p> <p>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of</p>	<p>information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications contingent on audience and digital content.</p>	<p>whole.</p> <p>Children understand and can explain in some depth the difference between the internet and the World Wide Web</p>
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			of communication, e.g., being able to open, respond to and attach files to emails using 2Email. They can describe appropriate email conventions when communicating in this way	communication are improving.		
Information Technology	Children are able to sort, collate, edit and store simple digital content e.g., children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children can retrieve specific data for conducting simple searches. Children are confident when creating, naming, saving, and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet-wide search engines. Children can collect, analyse, evaluate, and present data and information using a	Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level. Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting	Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains. Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.

			<p>selection of software, e.g., using a branching database (2Question). Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g., 2Respond.</p>	<p>information and data.</p>	<p>comment on the success of the solution. e.g., creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content.</p>	<p>Children make clear connections to the audience when designing and creating digital content. The children design and create their own quizzes to become a content creator on the internet. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.</p>
<p>Digital Literacy</p>	<p>Children understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction</p>	<p>Children can effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching</p>	<p>Children demonstrate the importance of having a secure password and not sharing this with anyone else. Furthermore, children can</p>	<p>Children can explore key concepts relating to online safety. They can help others to understand the importance of online safety.</p>	<p>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different</p>	<p>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet</p>

	<p>between objects that use modern technology and those that do not e.g., a microwave vs. a chair.</p> <p>Children understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space such as their My Work folder on Purple Mash.</p>	<p>beyond the classroom. Children make links between technology they see around them, coding, and multimedia work they do in school e.g., animations, interactive code, and programs.</p> <p>Children know the implications of inappropriate online searches. Children begin to understand how things are shared electronically on different platforms. Children know ways of reporting inappropriate behaviours and content.</p>	<p>explain the negative implications of failure to keep passwords safe and secure. They understand the importance of staying safe and the importance of their conduct when using familiar communication tools such as 2Email in Purple Mash. They know more than one way to report unacceptable content and contact.</p>	<p>Children know a range of ways of reporting inappropriate content and contact.</p>	<p>technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</p>	<p>inappropriate behaviours through developing critical thinking. They recognise the value in preserving their privacy when online for their own and other people's safety.</p>
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