



## Computing Progression of Skills 2018/2019

	Day Care	Nursery	Reception	Year 1	Year 2
E-Safety	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.			Pupils should be taught 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 their online technologies.	
	I can speak to an adult about what I have seen online.	<p>I can talk about what I am doing on a computer.</p> <p>I can say if something I find on the internet makes me feel bad.</p>	<p>I know how to act if I find inappropriate content online.</p> <p>I understand that things sometimes happen on computers that are not my fault (E.g, pop- ups).</p> <p>I understand not to feel guilty if something comes on the screen that makes me feel bad.</p>	<p>I can keep my password private.</p> <p>I can tell you what personal information is.</p> <p>I can tell an adult when I see something unexpected or worrying online.</p> <p>I can talk about why it's important to be kind and polite.</p> <p>I can recognise an age appropriate website.</p> <p>I can agree and follow sensible e-safety rules.</p>	<p>I can explain why I need to keep my password and personal information private.</p> <p>I can describe the things that happen online that I must tell an adult about.</p> <p>I can talk about why I should go online for a short amount of time.</p> <p>I can talk about why it is important to be kind and polite online and in real life.</p> <p>I know that not everyone is who they say they are on the internet.</p>

Programming	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.			Pupils should be taught to 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.	
	I make a bee-bot/online programming move forwards and backwards.	I use a range of control toys and devices.  I can start to use vocabulary 'side, forwards, backwards'.	I understand that computers and technology can be used to represent and model situations.  I explore outcomes when individual buttons are pressed on robots, such as floor turtles and combine these together to draw simple shapes or follow a route.	I can give instructions to my friend and follow their instructions to move around.  I can describe what happens when I press buttons on a robot.  I can press the buttons in the correct order to make my robot do what I want.  I can describe what actions I will need to do to make something happen and begin to use the word 'algorithm'.  I can begin to predict what will happen for a short sequence of instructions.  I can begin to use software/apps to create movement and patterns on a screen.  I can use the word 'debug' when I correct mistakes when I Program.	I can give instructions to my friend (using forward, backward and turn) and physically follow their instructions.  I can tell you the order I need to do things to make something happen and talk about this as an algorithm.  I can program a robot or software to do a particular task.  I can look at my friend's program and tell you what will happen.  I can use programming software to make objects move.  I can watch a program execute and spot where it goes wrong so that I can debug it.

Handling data	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.			Pupils should be taught to use technology purposefully to organise and manipulate digital content.	
	I can collect and discuss data as a class.	<p>I can insert data into a pictogram, as a class.</p> <p>I can answer simple questions relating to the pictogram as a class.</p>	<p>I can enter information into a template to make a graph and pictogram.</p> <p>I answer questions relating to a graph and pictogram.</p>	<p>I can talk about the different ways in which information can be shown.</p> <p>I can use technology to collect information, including photos, video and sound.</p> <p>I can sort different kinds of information and present it to others.</p> <p>I can add information to a pictograph and talk to you about what I have found out.</p>	<p>I can talk about the different ways I use technology to collect information, including a camera, microscope or sound recorder.</p> <p>I can make and save a chart or graph using the data I collect.</p> <p>I can talk about the data that is shown in my chart or graph. I am starting to understand a branching database.</p> <p>I can tell you what kind of information I could use to help me investigate a question.</p>
Multimedia				Pupils should be taught to use technology purposefully to create digital content	
	I can create pictures using technology.	I can create shapes and text on a screen.	<p>I can use a camera or sound recorder to collect photos or sounds.</p> <p>I can recognise text, images and sound when using ICT.</p> <p>I can use technology to show my learning.</p>	<p>I can be creative with different technology tools.</p> <p>I can use technology to create and present my ideas.</p> <p>I can use the keyboard or a word bank on my device to enter text.</p> <p>I can save information in a special place and retrieve it.</p>	<p>I can use technology to organise and present my ideas in different ways.</p> <p>I can use the keyboard on my device to add, delete and space text for others to read.</p> <p>I can tell you about an online tool that will help me to share my ideas with other people.</p> <p>I can save and open files on the device I use.</p>

	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.			Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.	
	<p>Technology in our lives.</p> <p>I can recognise some technology that is used in places such as homes and schools.</p> <p>I can use technology appropriately through role play.</p>	<p>I can select and use technology for a particular purpose.</p> <p>I can name and use a keyboard and mouse with developing control.</p> <p>I can access and use simple activities using touch technology with increasing control.</p>	<p>I can use the keyboard to write my name with a capital letter.</p> <p>I can recognise the way we use technology in our classroom.</p> <p>I can recognise ways that technology is used in my home and community.</p> <p>I can use keyboard skills to type a simple username into a given program.</p> <p>I can safely use technology by opening and closing a piece of equipment safely.</p> <p>I can use a username and password that has been given to me to log on to computer programmes</p>	<p>I know that there is a wide range of technology and I can name some equipment.</p> <p>I can use a range of different technology and talk about it's use.</p> <p>I can use links to websites to find information.</p> <p>I can begin to identify some of the benefits of using technology.</p> <p>I can use a username and password that has been given to me to log on to computer programmes independently.</p>	<p>I can tell you why I use technology in the classroom.</p> <p>I can tell you why I use technology in my home and community.</p> <p>I am starting to understand that other people have created the information I use.</p> <p>I can identify benefits of using technology including finding information, creating and communicating.</p> <p>I can talk about the differences between the internet and things in the physical world.</p> <p>I can use a username and password to computer programmes independently.</p>

