

Computing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression Map	<u>3 and 4 year olds</u>	Necessary Skills					
	Personal, Social and Emotional Development Remember rules without needing an adult to remind them.	To perform basic skills with technology	To save share and retrieve my digital work.	To troubleshoot when something doesn't appear to be working with my device.	To label the different types of input connections on devices.	To make a QR code that links to my own work.	To collaborate to create digital content.
	Physical Development Match their developing physical skills to tasks and activities in the setting.	To take a good quality photograph	To use technology to organise and present ideas.	To discuss the different types of digital content and file types.	To explain common file types	To film and produce a short video.	To create a consistent design for my presentation, and present to others.
	Understanding the World Explore how things work.						
	<u>Reception</u>	Computer Science					
	Personal, Social and Emotional Development Show resilience and perseverance in the face of a challenge. Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'.	To follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem	To plan out an algorithm with a sequence of commands to carry out specific tasks	To use a search engine and I am aware that not everything I read online is true. (Online Bullying)	To design an algorithm to simulate a real-life situation.	To decompose a problem, design an algorithm and use this to write a program.	To design, plan & create a complex program.
	Physical Development Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	To create algorithms that can be turned into a program using a robot or digital device.	To identify 'bugs' in computer programs and use the term debug in context	To use decomposition to help me solve computing problems.	To solve an open-ended problem by breaking it up into smaller parts.	To design and write a program linked to physical systems and sensors.	To test, debug and modify a program to improve it.
	Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings						

	<p>ELG</p> <p>Personal, Social and Emotional Development Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Expressive Arts and Design Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	To independently debug simple sequence errors in a program.	To create a simple repeat loop.	To use sequence, selection, repetition and variables in programs.	To design and write a program for a given purpose including specific programming features.	To use variables, conditional statements, procedures & repeat commands to improve programs.	To write a program using a text-based programming language.
		To use logical reasoning to predict the outcome of simple programs.	To create a simple game program.	To work with various forms of input and output.	To test existing programs to see how they could be improved.	To use logical reasoning to detect & debug a program.	To use logical reasoning to detect and correct errors in algorithms and programs.
			To predict the outcome of a sequence of blocks in Scratch.	To use logical reasoning to predict and correct errors in algorithms and programs.	To understand the different methods of communication using the internet.	To explore networks and internet traffic.	To understand how computer networks work, including the internet.
				To explain how the internet works.		To translate binary numbers to decimal.	To talk about the way search results are selected and ranked.
				To explain how a search engine works.		To create a basic web page using HTML.	
	ELG	Information Technology					

	Understanding the World	To use technology to create and present my ideas.	To predict the outcome of a sequence of blocks in Scratch.	To improve the quality and presentation of my work.	To improve the quality and presentation of my work using editing and formatting techniques.	To record and produce a podcast / audio clips.	To create and combine a range of media in order to produce digital content.
		To organise and store my digital work.	To create with technology. E.g. Video, animation, 3D	To create with technology. E.g. Video, animation, 3D	To create with technology. E.g. Video, animation, 3D	To use unfamiliar technology to create content.	To improve the quality and presentation of my work using editing and formatting techniques.
		To collect and sort data.	To collect and record data purposefully.	To collect, analyse, evaluate and present data and information.	To use a search engine and I am aware that not everything I read online is correct. (Online Bullying)	To improve the quality and presentation of my work.	To create a digital storyboard to plan a project or investigation.
				To use advanced search tools		To use a spreadsheet to collect and record data.	To use a search engine and I am aware that not everything I read online is correct and that other people may be attempting to influence my opinions
						To use a search engine and I am aware that not everything I read online is correct.	
		Digital Literacy					
		To recognise the ways, we use technology in our classroom, my home and community.	To give examples of how technology is used to communicate beyond school	To know how to use the internet.	To collaborate online to create digital content.	To access school email and can send emails to classmates and teacher.	To explain how to protect my computer or device from harm on the Internet
		To use a search engine	To understand that somethings online may upset me and that I cannot trust everyone online. (Self-Image)	To analyse information and make accurate searches.	To evaluate information presented to me to make informed choices about what is Fake News.	To create a subject specific vlog and understand the potential risks of sharing content online	To understand the need for copyright and the consequences of ignoring it.
		To understand something online may upset and know where to find help if anything does,	To use online services to communicate safely. (Online Relationships)	To understand the need for copyright and the consequences of ignoring it	To describe strategies for safe and fun experiences in a range of online social environments and I'm	To collaborate to develop & improve work	To support my friends to protect themselves and make good choices online, including reporting concerns to an adult.

					respectful to others online. (Online Relationships)		
		To communicate politely via the internet.	To understand that once something is posted you lose control of it and know how to get help if I need to. (Online Reputation)	To be aware of what I should be sharing online and where to go for help if I need it	To understand that people may have a different online identity to that in real life and am able to interact with others. (Self-Image)	To search for someone online and create a summary report about that person.	To be aware of the ways in which the media can shape our ideas about gender
		To understand that once something is posted you lose control of it	To give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying)	To understand that I cannot trust everyone I talk to online, that I should be a good digital citizen and where to go for help if something upsets me online	To be aware others can find information out about me by searching online. (Online Reputation)	To understand the need for copyright and the consequences of ignoring it.	To be aware that if I need help I keep asking for it until I get help.
		To describe how to behave online in ways that do not upset others and can give examples.	To use a search engine and I am aware that not everything I read online is true. (Online Bullying)	To explain what bullying is and know where to go for help.	To know which technologies are used for online bullying and I am considerate of others when posting myself. (Online Bullying)	To be aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community.	To be aware of the need for positive online relationships and I am mindful of others feelings at all times
		To know the rules of using technology at home or in school	To know the rules of using technology at home or in school. (Health well being)	To understand the impact technology can have on my health, wellbeing and lifestyle.	To understand the impact technology can have on my health, wellbeing and lifestyle. (Health wellbeing)	To be aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community.	To understand I need to create a positive online reputation.
		To explain what personal information is and give examples of it	To explain what personal information is and understand the need for passwords to protect it. (Privacy and Security)	To know who I should be sharing information with and how to keep my data secure.	To be aware that some people want to access my data and can take appropriate measures to ensure this doesn't happen. (Privacy and Security)	To understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying	To know how to capture evidence of online bullying and how to report it.

		To be aware that content online is owned by the person that created it	To be aware that content online is owned by the person that created it. (Copyright)	To understand the term identity and I can take appropriate measures to protect my own online identity	To understand the need for copyright and the consequences of ignoring it. (Copyright)	To understand the impact technology can have on my health, wellbeing and lifestyle.	To know how to keep my data private and secure.
						To create a strong password and understand the real cost of some apps.	To understand the impact technology can have on my health, wellbeing and lifestyle. C
						To be aware that my identity can be copied by other users and take appropriate measure to minimise the risk of this happening.	