

<p><b>Key Stage 1</b>  <b>Progression Skills</b>  <b>Subject: Computing</b></p>	<p><b>National Curriculum Statements</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>• Create and debug simple programs</li> <li>• Use logical reasoning to predict the behaviour of simple programs</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• 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</li> </ul>		
	<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>Digital Literacy</b></p>	<ul style="list-style-type: none"> <li>• To know who my trusted adults are to ask for help if I feel unsafe online</li> <li>• To say what I would do if I felt unsafe online</li> <li>• To talk about technology around us</li> </ul>	<ul style="list-style-type: none"> <li>• To know who to tell if someone asks for my personal information.</li> <li>• To log in safely and understand why that is important.</li> <li>• To talk about my own personal information. To recognise what personal information can affect my safety</li> <li>• To understand what is meant by technology</li> </ul>	<ul style="list-style-type: none"> <li>• To know why I need to keep my password and personal information safe</li> <li>• To know what personal information and why keeping it safe is important</li> <li>• To understand that information put online leaves a digital footprint or trail</li> <li>• To begin to think critically about the information they leave online.</li> <li>• To identify the steps that can be taken to keep personal data and hardware secure</li> <li>• To understand the terminology associated with the Internet and searching.</li> </ul>
<p><b>Coding</b></p>	<ul style="list-style-type: none"> <li>• To follow a set of verbal instructions</li> <li>• To write a simple set of instructions</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what instructions are</li> <li>• To draw symbols to represent instructions</li> <li>• To use code to make a computer programme</li> </ul>	<ul style="list-style-type: none"> <li>• To understand and explain that an algorithm is a set of instructions</li> <li>• To describe the algorithms, they have created</li> </ul>

		<ul style="list-style-type: none"> <li>To make a computer programme</li> </ul>	<ul style="list-style-type: none"> <li>To create a programme using a given design</li> <li>To debug simple programmes</li> </ul>
<b>Spreadsheets</b>	<ul style="list-style-type: none"> <li>To see tally charts, spreadsheets and lists in the provision</li> </ul>	<ul style="list-style-type: none"> <li>To understand what a spreadsheet looks like</li> <li>To enter data onto a spreadsheet</li> <li>To add clipart images to a spreadsheet</li> <li>To use the 2, Calculate tool on Purple Mash to count items</li> </ul>	<ul style="list-style-type: none"> <li>To navigate the rows and columns on a spreadsheet</li> <li>To save and edit a spreadsheet</li> <li>To use images in a spreadsheet</li> <li>To a table of data on a spreadsheet</li> </ul>
<b>Computer Science</b>	<ul style="list-style-type: none"> <li>To see tally charts, spreadsheets and lists in the provision</li> <li>To follow simple instructions</li> <li>To explore buttons on a computer keyboard</li> </ul>	<ul style="list-style-type: none"> <li>To understand that data can be represented in picture format</li> <li>To contribute to a class pictogram</li> <li>To follow and create simple instructions on a computer</li> <li>To know how to use the direction keys in 2Go to move forwards, backwards, left and right</li> </ul>	<ul style="list-style-type: none"> <li>To add and edit data in a table layout</li> <li>Children understand that the information on pictograms cannot be used to answer more complicated questions</li> <li>To create a table of data on a spreadsheet</li> <li>To understand and explain that an algorithm is a set of instructions</li> </ul>
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>To explore paint projects in Mini Mash</li> <li>To begin to understand what fiction and non-fiction books are</li> </ul>	<ul style="list-style-type: none"> <li>To understand that data can be represented in picture format.</li> <li>Children know the difference between a traditional book and e-book</li> <li>To continue and complete an animated story</li> </ul>	<ul style="list-style-type: none"> <li>To explore 2Paint a picture</li> <li>To be introduced to making music digitally using 2Sequence.</li> <li>To explore how a story can be presented in different ways.</li> <li>To make a presentation to the class</li> </ul>