



Computing Progression Statements

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Information technology	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Capture digital images sometimes with help	Enter key words and search phrases using a keypad Use the mouse to select icons and items Print work with assistance Save work with assistance	Entered simple sentences using a keyboard Use a mouse to point, click and drag objects around a screen. Print work Save work Talk about how they have used the computer to create things	Combine graphics with text Use appropriate effects and re-size graphics Copy text from an internet page to a document Save and retrieve work to/from a network location	Use the more advanced features of applications (eg. word processing or presentation software) to help them match their work to their audience Use the search facility in a database to find the answer to questions Carry out searches involving more than one condition to find answers to a variety of questions, sometimes with help	Create digital content that incorporates text and images Understand that information in the form of text, sound and pictures can be combined to create digital content and communicate with an audience Recognise the audience when designing and creating digital content	Plan, design and create digital content that incorporates text, images and sound and communicates with an audience Be able to discuss the rationale behind their designs Develop and refine digital content
Digital literacy	Talk about what they see, using a wide vocabulary.	Respond to onscreen cues to make something happen	Navigate a website using buttons and image links Find answers to simple questions using a website Use drawing and text tools to impart information	Use a link to find a website Navigate a website using hyperlinks and the back button. Choose the information in a website to present Find answers to questions using information in a website	Find information by navigating around a website using hyperlinks and the back button Confidently type web addresses in to a web browser Question credibility of online information Create Internet 'Favourites' and use these to access websites	Understand that a computer network means connected computers Understand that you can use the internet for activities other than web browsing Confidently enter urls into an address bar of a browser Know that not all information available	Use search technology to find things out Suggest a number of activities that you can use the internet for (e.g. online gaming, voice over internet, email etc.) Cross-check information provided on one website against	Communicate and collaborate using technology and online services Create simple web content using basic HTML Know that internet search engines use algorithms to find web content (e.g. web crawling)

				Talk about work	<p>Print web pages and copy and paste information into other applications</p> <p>Describe how they use IT at school and home</p> <p>Evaluate their own work, and that of others, and comment on improvements</p>	<p>online is reliable and needs to be checked</p> <p>that provided on another</p> <p>Create digital content for specific purposes</p>	<p>Know that search results are organised in order of popularity</p> <p>Use search technology and clear search terms to view web pages and obtain data</p> <p>Use a number of internet services (e.g. voice over internet, email etc.)</p> <p>Create digital content for specific purposes and audiences</p> <p>Use feedback to improve digital content</p>	
Computer Science	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Identify the sequences of steps in a nursery rhyme</p>	<p>Read a set of instructions and usually predict the correct outcome</p> <p>Produce a set of instructions that others can usually follow</p>	<p>Produce a sequence of instructions that result in planned outcomes.</p> <p>Program a short a sequence of commands that results in a planned effect</p> <p>Program and test a simple program</p> <p>Create algorithms to solve simple problems</p>	<p>Plan a sequence of instructions</p> <p>Give a sequence of instructions, some of which are repeated (repetition) and involve choices (selection) e.g. if..then, to make things happen</p> <p>Program a sequence of commands that results in a planned effect</p> <p>Program and test a simple program</p>	<p>Use sequence, selection and repetition in computer programs</p> <p>Predict the outcome of a given algorithm or program and correctly identify if repetition is involved</p> <p>Understand the difference between the internet and internet services e.g. the world wide web</p> <p>Identify a number of computing devices inside and outside of the classroom and identify some</p>	<p>Write and amend computer programs</p> <p>Program a number of algorithms that achieve a specific outcome</p> <p>Use repetition, variables and conditional statements in computer programs</p> <p>Test computer programs and correct any errors</p>	<p>Write and amend more complex computer programs to create a variety of outcomes</p> <p>Decompose 'problems' by splitting them into smaller 'problems' and designing solutions for each part</p> <p>Use iteration (repeats and loops), variables and conditional statements (if..then) in computer programs</p>

						<p>common forms of input and output</p> <p>Understand that computers store data as numbers</p>		<p>Test computer programs and correct most errors</p>
e-safety	<p>Make healthy choices about food, drink, activity and tooth-brushing.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Know to get permission from an adult before going online</p>	<p>Understand that various information is personal (e.g. hobbies)</p> <p>Usually identify characteristics of trustworthy people</p> <p>Know that personal information should only be given to trusted people</p>	<p>Understand that a wider range of information is personal (e.g. regular attendance at a specific place)</p> <p>Identify some of the ways to use computers safely</p>	<p>Know the need for passwords and that they should be kept safe.</p> <p>Follow e-safety guidelines</p>	<p>Know the need to use secure passwords and to keep them private</p> <p>Use ICT to communicate and collaborate, identify some of the risks and act to minimise them</p> <p>Know that not all information provided on the world wide web is correct and that it needs to be checked</p>	<p>Know that personal information should only be given to trusted sources</p> <p>Know that some information on the internet may be misleading or inaccurate and that it needs to be checked</p> <p>Use technology and online services to communicate and collaborate, identify some of the risks and act to minimise them</p>	<p>Use digital tools to communicate and collaborate effectively online</p> <p>Identify some of the risks associated with work and leisure in a digital society and act to minimise them</p> <p>Find information online and check it for accuracy and reliability</p>