



EYFS, KS1 and KS2 Progression in Computing skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Safety	<i>Online safety is covered through PSHE and discussion about personal boundaries.</i>	Use technology safely, keeping personal information private; identify where to go for help when they have concerns about content or contact on the internet or other online technologies.	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.	Use technology safely and respectfully and recognise acceptable/unacceptable behaviour. Identify ways to report concern about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. Identify a range of ways to report a concern about content or contact on the internet or on other online technologies.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact. Understand the need to select age appropriate content.	Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact both in and out of school.
Computer Science	Complete a simple program on the computer and / or perform simple functions on ICT equipment.	Understand what algorithms are and how they are implemented on digital devices. Predict the behaviour of simple programs.	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.	Design, write and debug programs that control or simulate virtual events. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work. Understand computer networks enable the sharing of data and information.	Design, write and debug programs that accomplish specific goals and solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.	Design, input and test an increasingly complex set of instructions to a program device. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Include use of sequences, selection and repetition with the hardware used to explore real world systems. Solve problems by decomposing them into smaller parts. Use variables, sequence, repetition and selection in programs. Create programs which use variables. Use logical reasoning to explain how some increasingly complicated algorithms work and to detect and correct errors in algorithms and programs.

Under the EYFS new framework 'Understanding the world' no longer contains the 'technology' strand.

Information Technology	<p>Know how to operate simple equipment.</p> <p>To show an interest in Computing.</p>	Use technology purposefully to create digital content.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<p>Use search simple search technologies.</p> <p>With support use a variety of software to accomplish goals.</p> <p>Understand that computer networks enable the sharing of information.</p>	<p>To understand how results are selected and ranked by search engines.</p> <p>To use other input devices such as cameras and sensors.</p> <p>With support, use a variety of software on digital devices.</p> <p>With support use a variety of software on a range of digital devices to accomplish set goals.</p>	<p>Begin to use internet services to share and transfer information to a third party.</p> <p>To independently select, use and combine a variety of software (including internet services) for a task.</p> <p>Independently select use and combine a range of software to design and create content for a given audience.</p> <p>To use filters in search technologies effectively.</p>	<p>Use filters in search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Begin to use internet services to share and transfer information to a third party.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
Digital Literacy	Find out about and identify the uses of everyday technology and use information and communication toys to support their learning.	Recognise common uses of information technology beyond school.	Recognise common uses of information technology beyond school.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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