Computing Progression Document
The Horsell Village School

	Reception	Year 1	Year 2
Computer Science			
Computer science is the part of our curriculum that explores coding and programming allowing children to create and debug simple programs using logical reasoning to predict what might happen.			
Knowledge			
	I know directional language, including up, down, forwards, backwards, left and right. I understand that pressing a button on a device, such as a Bee Bot, creates an effect. I know that instructions need to be said in the correct order.	I understand that an algorithm is a set of instructions in the correct order. I know that an algorithm written for a computer is called a program or code. I understand that computers are made up of different parts, including a keyboard and a mouse.	I know that computers receive information from input devices, for example a keyboard or a mouse. I know that an output device shows information from the computer, for example a song playing from the speaker or text on the screen. I understand that abstraction is the removing of unnecessary detail to help solve a problem.
Skills			
	I can use a range of control toys and devices. I can explore outcomes when individual buttons are pressed on various devices. I can use ICT hardware to interact with age- computer software.	I can predict the behaviour of simple programs. I can work out what is wrong with a simple algorithm when the steps are out of order. I can fix errors in a simple code. I can write my own simple algorithm.	I can design a program that shows an awareness of having for logical, programmable steps. I can design algorithms that can be converted into code. I can create a simple program that achieves a specific purpose. I can debug I can debug simple programs by using logical reasoning and trying different ways to amend the code.

Digital Literacy			
As children begin to make links to how they use technology outside of the classroom, they can begin to think about the benefits of using technology in their lives. Digital Literacy is the knowledge and application of skills that children use to technology to create, store and organise information enabling them to use technology in school and at home.			
Knowledge	I know that information can be retrieved from computers. I know that to use a device you may need to log in to it. I know that sounds are represented by letters. I know that sorting objects into various categories can help you locate information.	I understand that some things use technology and some things don't. I know that information can be created, stored and organised on different devices, for example an iPad or a computer. I understand that different platforms can be used to upload and store information, for example OneDrive and Seesaw. I can begin to understand how things are shared electronically. I know that the Caps Lock key allows you to capitalise letters.	I can describe how technology works in a variety of different contexts. I understand that a branching database is a way of classifying a group of objects. I know that using yes/no questions to find an answer is a branching database. I can begin to understand how to edit and copy information using a variety of media. I know that I can use the shift button to use an exclamation mark and a question mark. I know that pressing the shift key allows me to capitalise letters.
Skills			
	I can recognise a range of technology that is used in places such as homes and schools for different purposes. I can access and use simple activities using touch technology with increasing control. I can select appropriate technology to take a photo. I can identify letters on a keyboard.	I can select and use technology for a particular purpose. I can use the Caps Lock key to write my name with a capital letter. I can use keyboard skills to type a simple username into a given program.	I can use of a wide range of technology. I can make links between technology I see around me and work I do. I can use a search engine. I can share what I found out on a search engine. I can film short scenes & edit with others. I can use keyboard skills to type a sentence. I can use word processing software to type and reformat text. I can save my work to a folder and retrieve it when needed.

Online Safety			
Being able to use technology safely is paramount to using technology both in school and at home and children are taught about how to do this through the online safety area of the curriculum.			
Knowledge			
	I understand that rules are in place to keep me safe. I know who I can speak to if I see something that makes me sad. I know who my trusted adults in school and at home are. I understand that being kind to other people is important.	I know that the internet is many devices connected to one another. I know that some information on the internet is for older children and adults because it is not appropriate for me. I understand that some websites and games are for older children. I understand that things sometimes happen on computers that are not my fault. (E.g., pop-ups) I understand that certain information is personal, for example address and password. I know that I need to be kind online.	I understand the difference between online and offline. I understand that some information on the internet is not true. I understand that I should only open an email from someone I know. I know that not everyone is who they say they are on the internet. I can understand what personal information is and why this should be kept private. I understand that information posted on the internet creates an online trail called a digital footprint.
Skills			
	I can talk about what I am doing on a device. I can say if something I find on the internet or app makes me feel sad. I can speak to an adult about what I have seen.	I know how to act if I find inappropriate content online. I can tell an adult when I see something unexpected or worrying online. I can tell you what personal information is. I can recognise how actions on the internet can affect others. I can follow the school's e-safety rules.	I can use the internet safely for learning and communicating with others. I can begin to evaluate websites and know that everything on the internet is not true. I can talk about why it is important to be kind and polite online and in real life. I can recognise what a digital footprint is and how to be careful about what we post. I can discuss the implications of inappropriate online searches for myself and my digital footprint.