

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make a Bee-bot or similar move. With support programme a Bee- bot (or similar) to make it move for a particular purpose. Explore and use simple repetition in music and dance Say what will happens (or predict) when pressing /swiping on a game using the iPad /whiteboard	Use a range of control toys and devices Understand that goals can be achieved by following a sequence of steps. Follow symbol sequence algorithms (PE Cards, jump, step etc) Programme a Bee- bot or similar, one instruction at a time and clear it at	Children understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. Children know that a computer program turns an algorithm into code that the Computer Science computer can understand	Children can explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code.	Children can turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Their design shows that they are thinking of the desired task and how this translates into code. Children can identify an error within their program that prevents it following the desired algorithm and then fix it.	When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.	Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.	Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.
, whiteboard	time and clear it at the end. Recognise that there is a problem and say what the problem is (plugged or unplugged activities). Make predictions about what a programme will do /do next.	Children can work out what is wrong with a simple algorithm when the steps are out of order, e.g. The Wrong Sandwich in Purple Mash and can write their own simple algorithm, e.g. Colouring in a Bird activity. Children know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code, e.g. Bubbles activity in 2Code.	Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors, e.g. Debug Challenges: Chimp. Children's program designs display a growing awareness of the need for logical, programmable steps.	Children demonstrate the ability to design and code a program that follows a simple sequence. Children experiment with timers to achieve repetition effects in their programs. Children are beginning to understand the difference in the effect of using a timer command rather than a repeat command when creating repetition effects.	Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. Children understand 'IF statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. Children understand how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'. e.g. 2Code.	Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures. Children are combine sequence, selection and repetition with other coding structures to achieve their algorithm design.	Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.





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Information Technology

Nursery	Reception	Year 1	Year 2	Y3	¥4	Y5	Y6
Use technology appropriately through role-play. Recognise some technology that is used at home or school. Name and use an iPad with developing control.	Select and use technology for a particular purpose. Name a keyboard and mouse and use with developing control. Use digital devices to create and store content	Children are able to sort, collate, edit and store simple digital content e.g. children can name, save and retrieve their work and follow simple instructions to access online resources, use Purple Mash 2Quiz example (sorting shapes), 2Code design mode (manipulating backgrounds) or using pictogram software such as 2Count.	Children demonstrate an ability to organise data using, for example, a database such as 2Invesitigate and can retrieve specific data for conducting simple searches. Children are able to edit more complex digital data such as music compositions	Children can carry out simple searches to retrieve digital content. They understand that to do this, they are connecting to the internet and using a search engine such as Purple Mash search or internet- wide search engines.	Children understand the function, features and layout of a search engine. Children can appraise selected webpages for credibility and information at a basic level.	Children search with greater complexity for digital content when using a search engine. Children are able to explain in some detail how credible a webpage is and the information it contains.	Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.
	e.g. taking a photo, videoing, artwork.		within 2Sequence. Children are confident when creating, naming, saving and retrieving content. Children use a range of media in their digital content including photos, text and sound.	Children can collect, analyse, evaluate and present data and information using a selection of software, e.g. using a branching database (2Question), using software such as 2Graph. Children can consider what software is most appropriate for a given task. They can create purposeful content to attach to emails, e.g. 2Respond.	Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards.	Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. Children can objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. Children are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.	Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.

Digital Literacy

Nursery	Reception	Year 1	Year 2	Y3	¥4	Y5	Y6





			Com	puting Progression			
Recognise some	Know that they	Children understand what is	Children can effectively	Children demonstrate the	Children can explore key	Children have a secure	Children demonstrate the
technology that is	need to stay safe	meant by technology and	retrieve relevant, purposeful	importance of having a	concepts relating to online	knowledge of common online	safe and respectful use of a
used in places	when using	can identify a variety of	digital content using a search	secure password and not	safety using concept	safety rules and can apply this	range of different
such as home and	technology.	examples both in and out of	engine.	sharing this with anyone	mapping such as 2Connect.	by demonstrating the safe and	technologies and online
school.		school.		else.		respectful use of a few	services.
	Know that some		Children can apply their		They can help others to	different technologies and	
Use technology	information	They can make a distinction	learning of effective searching	Children can explain the	understand the importance	online services.	They identify more discreet
appropriately	should be kept	between objects that use	beyond the classroom.	negative implications of	of online safety.		inappropriate behaviours
through role play.	private.	modern technology and		failure to keep passwords		Children implicitly relate	through developing critical
		those that do not e.g. Digital	Children can share this	safe and secure.	Children know a range of	appropriate online behaviour	thinking, e.g. 2Respond
Speak to an adult	Know what to do	Literacy a microwave vs. a	knowledge, e.g. 2Publish		ways of reporting	to their right to personal	activities.
about what I have	if they see things	chair.	example template.	They understand the	inappropriate content and	privacy and mental wellbeing	
seen.	that upset them			importance of staying safe	contact.	of themselves and others.	They recognise the value in
	online at school.		Children make links between	and the importance of			preserving their privacy
			technology they see around	their conduct when using			when online for their own
			them, coding and multimedia	familiar communication			and other people's safety.
			work they do in school e.g.	tools such as 2Email in			
			animations, interactive code	Purple Mash.			
			and programs.	Children know more than			
				one way to report			
				unacceptable content and contact.			
		Children understand the	Children know the implications				
		importance of keeping	of inappropriate online				
		information, such as their	searches.				
		usernames and passwords,	Scarenes.				
		private and actively	Children begin to understand				
		demonstrate this in lessons.	how things are shared				
			electronically such as posting				
		Children take ownership of	work to the Purple Mash				
		their work and save this in	display board.				
		their own private space such					
		as their My Work folder on	They develop an				
		Purple Mash.	understanding of using email				
			safely by using 2Respond				
			activities on Purple Mash and				
			know ways of reporting				
			inappropriate behaviours and				
			content to a trusted adult.				

