



Whitestone Infant School

Progression of skills in Computing



Area of study	EYFS	Year 1	Year 2
Computer Science	- I can describe a route that is in progress and a route taken by another person while it is being enacted. - I can follow a route taken by another person after it has been enacted. - I can plan routes for toy vehicles and follow plans for toy vehicles. - I can use the buttons on a floor robot to make it move developing to using buttons with greater purpose e.g., program several buttons to make it move. - I can interpret simple instructions to predict an outcome. - I can plan and input instructions for a floor robot building up to several steps.	(Coding and Creating and Following Instructions) - I can apply a logical process when sorting and grouping a range of objects - I can explain that an algorithm is a set of instructions. - I know that a computer program turns an algorithm into code that the computer can understand. - I can work out what is wrong when the steps are out of order in instructions. - I can say that if something does not work how it should it is because my code is incorrect. - I can try and fix my code if it isn't working properly. - I can make good guesses of what is going to happen in a program. For example, where the turtle might go.	(Coding and Route Explorers) - I can explain an algorithm is a set of instructions to complete a task. - I know I need to carefully plan my algorithm so it will work when I make it into code. - I can design a simple program using 2Code that achieves a purpose. - I can find and correct some errors in my program. - I can say what will happen in a program. - I can spot something in a program that has an action or effect (does something).
Information Technology	- I can select colours. - I can mark make purposefully on a screen. - I can control the pencil width. - I can control tools to experiment with - I can use the undo function. - I can erase parts of pictures. - I can draw using a touch screen. - I can draw using mouse control.	(Introduction to Purple Mash, Creative Computing, Data Explorers, Animated Stories, Making Beets) - I can know what sound, pictures and text are. - I can add sound, pictures and text to a program such as 2Create a Story. - I can change content on a file such as text, sound and images - I can name my work. - I can save my work.	(The Internet, Creating Pictures, Spreadsheets, Questioning, Presenting Ideas, Making Music) - I can organise data – for example, using a database such as 2Investigate. - I can find data using specific searches – for example, using 2Investigate. - I can use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate.

		I can find my work.	- I can edit digital data such as data in music composition software like 2Sequence. - I can name, save and find my work. - I can include photos, text and sound in my creations.
Digital Literacy	- I know the technology used in the home. - I can identify how technology is used outdoors. - I can identify technology used in the wider world.	(Technology Around Us) - I can say what technology is. - I can say what examples of technology are in school. - I can say what examples of technology are at home. - I know that a chair uses old technology and a smartphone uses new technology. - I can keep my login information safe. - I can save my work in a safe place such as 'My Work' folder.	(Online Safety) - I can find the information I need using a search engine. - I know the consequences of not searching online safely. - I can report unkind behaviour and things that upset me online, to a trusted adult. - I can see where technology is used at school such as in the office or canteen. - I understand that my creations such as programs in 2Code, need similar skills to the adult world. e.g. The program used for collecting money for school trips.
Online Safety	- Understands the rules of online safety - Understands how to keep personal information to themselves - Understands that they need to tell an adult	- Keep my password private - Tell you what personal information is - Tell an adult if something worries me online - Follow the school's internet safety rules	- Explain why I need to keep my password and personal information private - Describe the things that happen online and understand that an adult must be told - Talk about why I should go online for a short amount of time - Know that not everyone is who they say they are on the internet - Know where to go for help when there is a concern about something that has been seen online

Key Vocabulary	Computer, mouse, screen, keyboard, internet, staying safe.	Algorithm, debug, instructions, predict, programming, robot, treasure, celebrate, copyright, edit, greeting, keyboard, save, type, e-safety, mammal, permission, private, clip, film, instructions, recipe, video camera, audio book, microphone, recording, sound effects, talking book, character, e-book, illustration, traditional tale.	Algorithm, debug, instructions, predict, programming, robot, treasure, celebrate, copyright, edit, greeting, keyboard, save, type, e-safety, mammal, permission, private, clip, film, instructions, recipe, video camera, audio book, microphone, recording, sound effects, talking book, character, e-book, illustration, traditional tale.
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