



St Margaret Marys Catholic Infant School Computing Progression Map

	Nursery	Reception		Year 1	Year 2
	<p>The children in our Early Years provision will be exploring internet safety, personal information and technology in the real world. Our teaching supports the key aims of the government's Internet Safety Strategy (Digital Literacy) of supporting children to stay safe and make a positive contribution online, as well as enabling teachers to develop effective strategies for understanding and handling online risks. The framework has been produced by the UK Council for Child Internet Safety (UKCCIS).</p>		Skills	<ul style="list-style-type: none"> • 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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • 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. 	



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				Mandatory Skills	
	<ul style="list-style-type: none"> I can begin to recognise types of technology. 	<ul style="list-style-type: none"> I can do the basics with technology. I can go online. I can use a camera. 	Essential	<ul style="list-style-type: none"> I can do the basics with technology. I can take a good quality photograph and video on an iPad/digital camera. 	<ul style="list-style-type: none"> I can save, share and retrieve my digital work. I can use technology to organise and present my ideas.
				Computer Science	
		<ul style="list-style-type: none"> I can explain an algorithm. I can explain sequencing. 	Computational Thinking	<ul style="list-style-type: none"> I can follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem. I can create algorithms that can be turned into a program using a robot or digital device. 	<ul style="list-style-type: none"> I can plan out an algorithm with a sequence of commands to carry out specific tasks.
	<ul style="list-style-type: none"> I am beginning to explore programmable toys. 	<ul style="list-style-type: none"> I can give instructions to a programmable toy. 	Coding	<ul style="list-style-type: none"> I can independently debug simple sequence errors in a program. 	<ul style="list-style-type: none"> I can identify 'bugs' in computer programs and use the term debug in context. I can create a simple repeat loop. I can create a simple game program.



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			Logical Reasoning	<ul style="list-style-type: none"> I can use logical reasoning to predict the outcome of simple programs. 	<ul style="list-style-type: none"> I can predict the outcome of a sequence of blocks in Scratch.
		Information Technology			
		<ul style="list-style-type: none"> I can select and use technology for particular purposes. 	Harnessing Technology	<ul style="list-style-type: none"> I can use technology to create and present my ideas. I can organise and store my digital work. I can collect and sort data. 	<ul style="list-style-type: none"> I can use design and formatting to enhance my digital work. I can create with technology. E.g. Video, animation, 3D I can collect and record data purposefully.
		Digital Literacy			
		<ul style="list-style-type: none"> I can discuss the use of technology in the world around me. 	Technology in the Real World	<ul style="list-style-type: none"> I can recognise the ways we use technology in our classroom, my home and community. 	<ul style="list-style-type: none"> I can give examples of how technology is used to communicate beyond school. I know the rules of using technology at home or in school. (Health well-being)



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	<ul style="list-style-type: none"> • I am beginning to talk about ways to be kind online. <p>PSED link – understand gradually how others might be feeling.</p>	<ul style="list-style-type: none"> • I understand that people can talk to each other (communication) online. • I can use a search engine. • I can discuss the rules for staying safe online. • I know online content is made and belongs to someone. 	<p>Online Safety</p>	<ul style="list-style-type: none"> • I can use a search engine. • I understand something online may upset and know where to find help it anything does, • I can communicate politely via the internet. • I understand that once something it posted you lose control if it. • I can describe how to behave online in ways that do not upset others and can give examples. • I know the rules of using technology at home or in school. • I can explain what personal information is and give examples of it. • I am aware that content online is owned by the person that created it. 	<ul style="list-style-type: none"> • I understand that somethings online may upset me and that I cannot trust everyone online. (Self-Image) • I can use online services to communicate safely. (Online Relationships) • I understand that once something it posted you lose control if it and know how to get help if I need to. (Online Reputation) • I can give examples of online bullying behaviour, I understand the impact it may have and I know where to go for support. (Online Bullying) • I can use a search engine and I am aware that not everything I read online is true. (Online Bullying) • I can explain what personal information is and understand the need for passwords to protect it. (Privacy and Security) • I am aware that content online is owned by the person that created it. (Copyright)
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Computing Vocabulary List			
Nursery	Reception	Year 1	Year 2
Instructions, camera, robot, order, technology, internet, computer, iPad/tablet, app (application), button.	As nursery plus... Instructions, camera, robot, QR code, sequence, share, technology, control, Google, information, internet, algorithm, computer, iPad/tablet, app (application), keyboard, button, printer, save, zoom.	As reception plus... 3D, program, debug, design, emoji, search, selection, website, personal information, link, menu, icon, trusted adult, online, sign in, game, wireless (Wifi), online bullying, landscape, portrait, Bluetooth, download, frame, processor, green screen, hard drive, illustration, log in, tool, send, follow, digital, communicate.	As year 1 plus... Browser, computer networks, data, computational thinking, execute/run, input, output, software, World Wide Web (WWW), password, username, interact, images, facts, scan, chat, post / re-post, copyright, backdrop, repeat / loop, characters, avatars, fictitious/fake, evaluation, publish, trust, stroke, template, reputation, identity, digital book (eBook/ePub), logical reasoning, screenshot, microphone, digital device, selfie, Scratch Jr, record, share, programming block, screen recording, instructions, text, command, sequence